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BENCHMARK • C

How Things Move



Written by Veronica Angel

www.readinga-z.com

How Things Move

A Reading A-Z Level C Benchmark Book • Word Count: 49




Reading a-z

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How Things Move



Written by Veronica Angel

www.readinga-z.com

LEVEL C	Fountas & Pinnell
3-4	Reading Recovery
3	DRA

Correlation

How Things Move
Level C Benchmark Book
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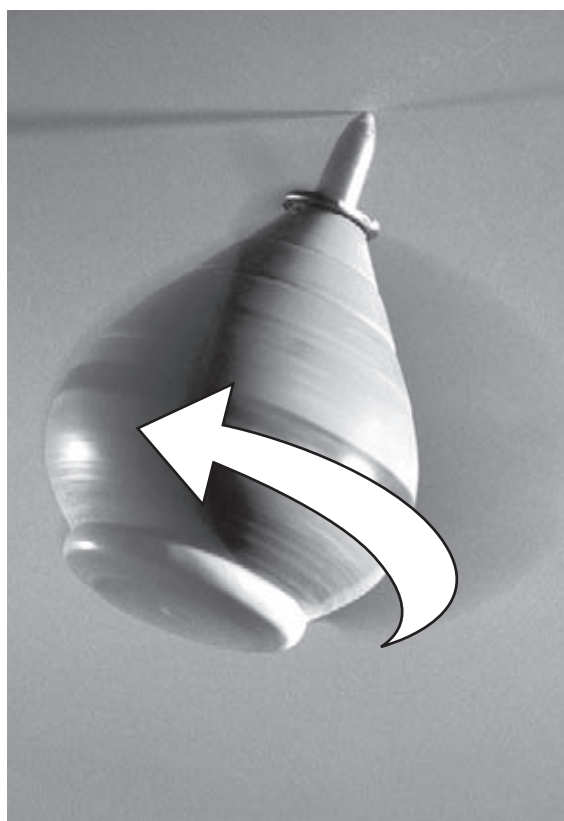
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Things move
in many ways.



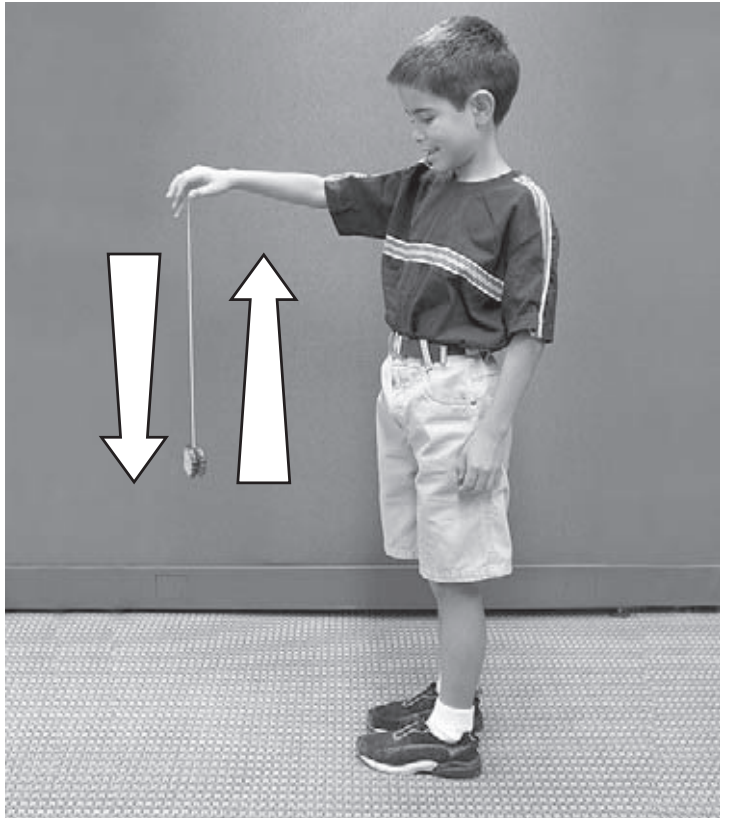
3

h



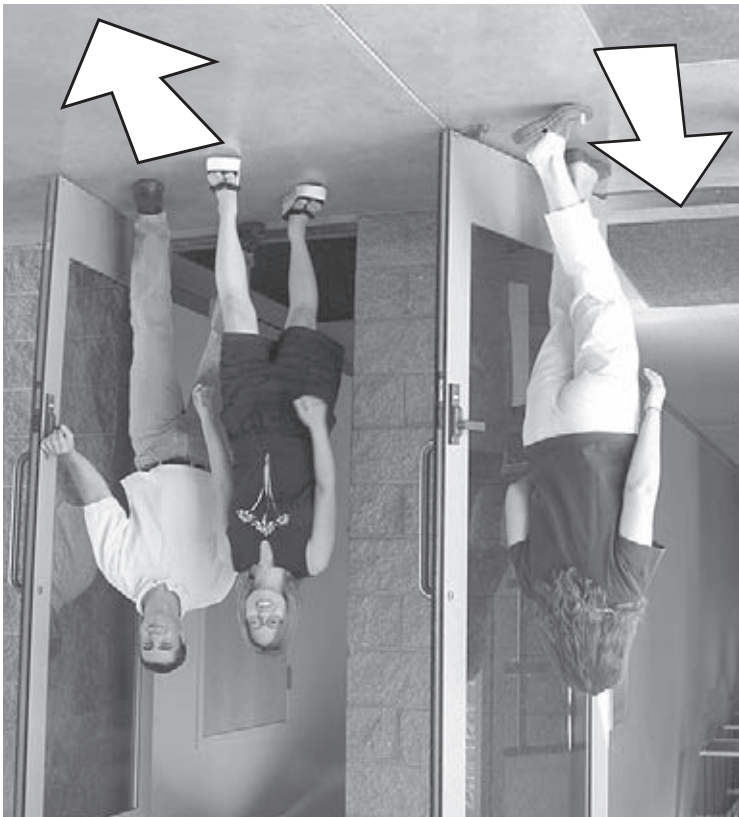
The top goes
around and around.

The yo-yo goes
down and up.



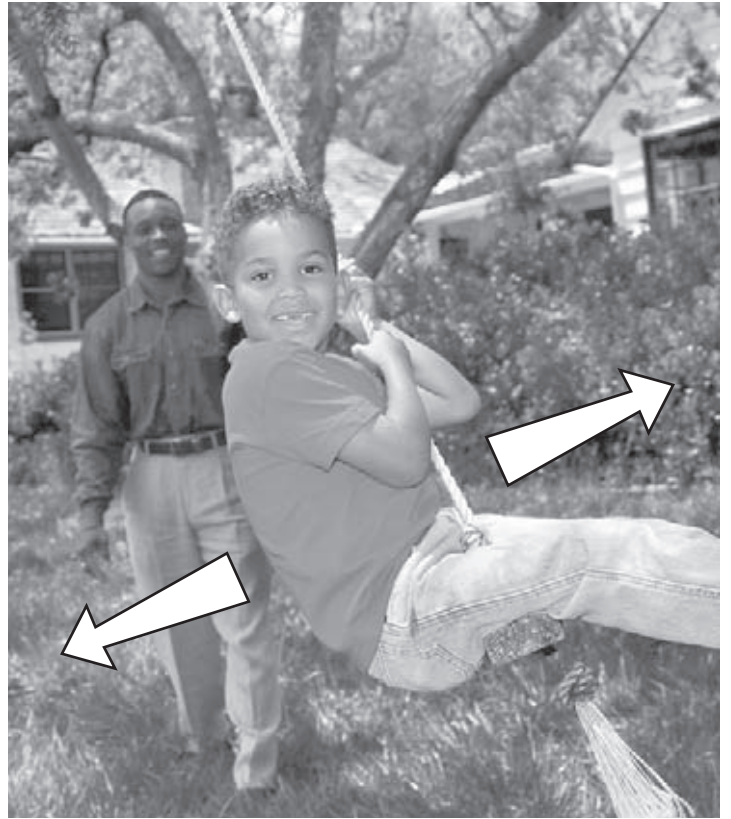
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9



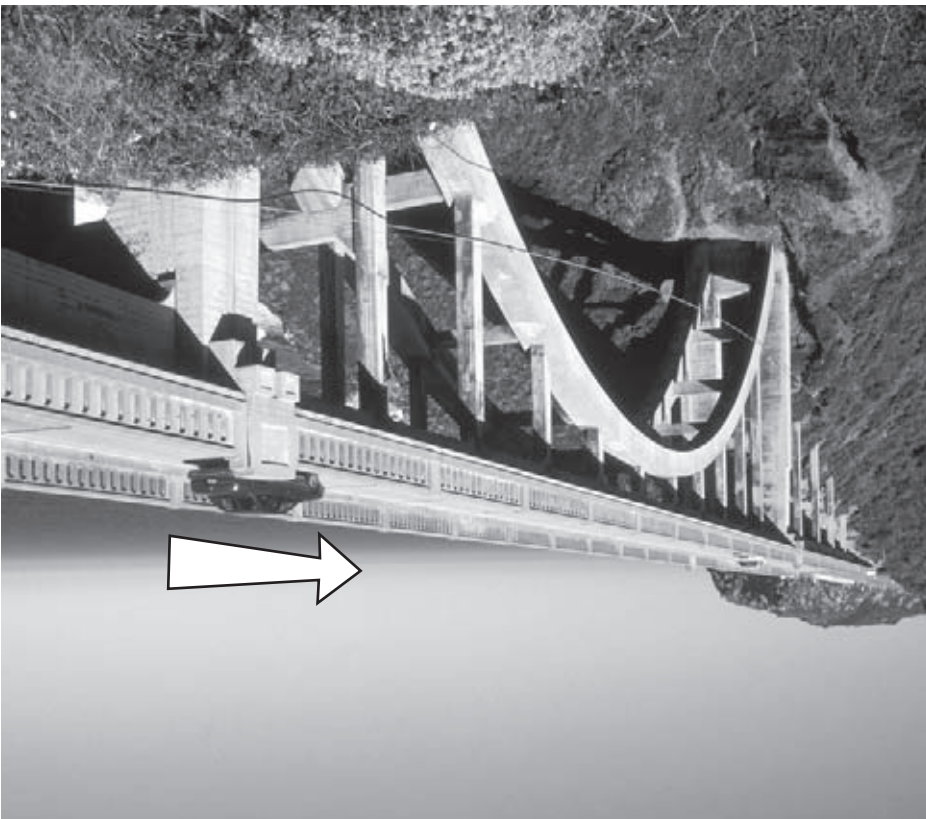
The people go
in and out.

The swing goes
back and forth.



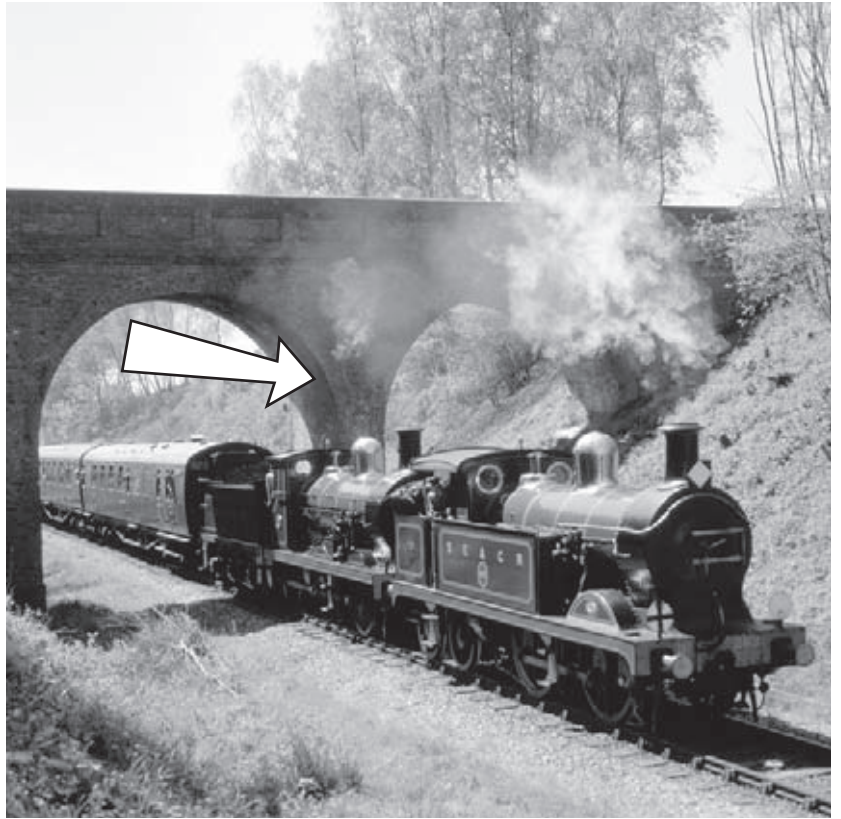
7

8



The car goes
over.

The train goes under.



9

How do these things move?

10



Reading a-z Running Record

Level C

Student's Name _____ Date _____

How Things Move
42 words

Have the student read out loud as you record.

Assessed by _____

page		E = errors S-C = self-correction M = meaning S = structure V = visual				E	S-C	E			S-C		
								M	S	V	M	S	V
3	Things move in many ways.												
4	The top goes around and around.												
5	The yo-yo goes down and up.												
6	The people go in and out.												
7	The swing goes back and forth.												
8	The car goes over.												
9	The train goes under.												
10	How do these things move?												
Totals													

Accuracy Rate:

Error Rate:

Self-correction Rate:

BENCHMARK • C

I Can Help

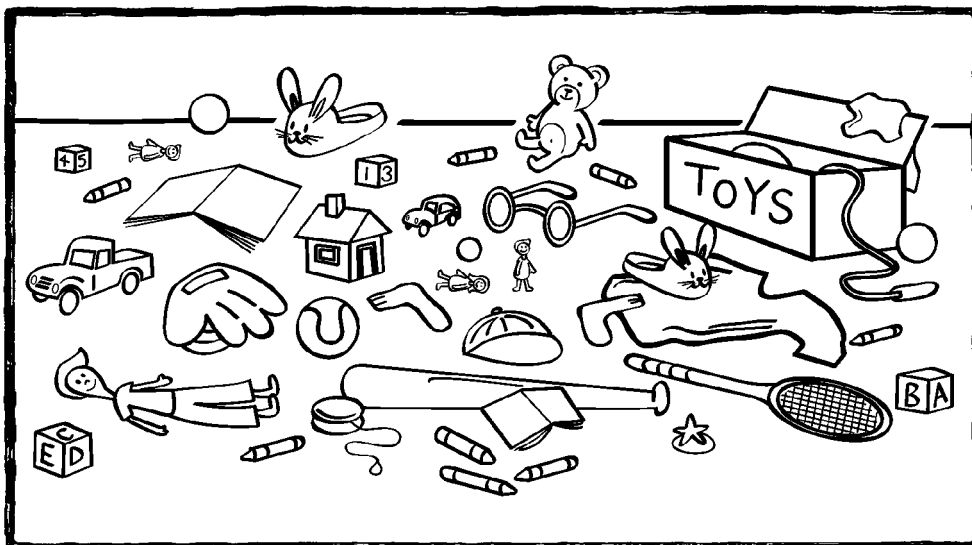


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I Can Help

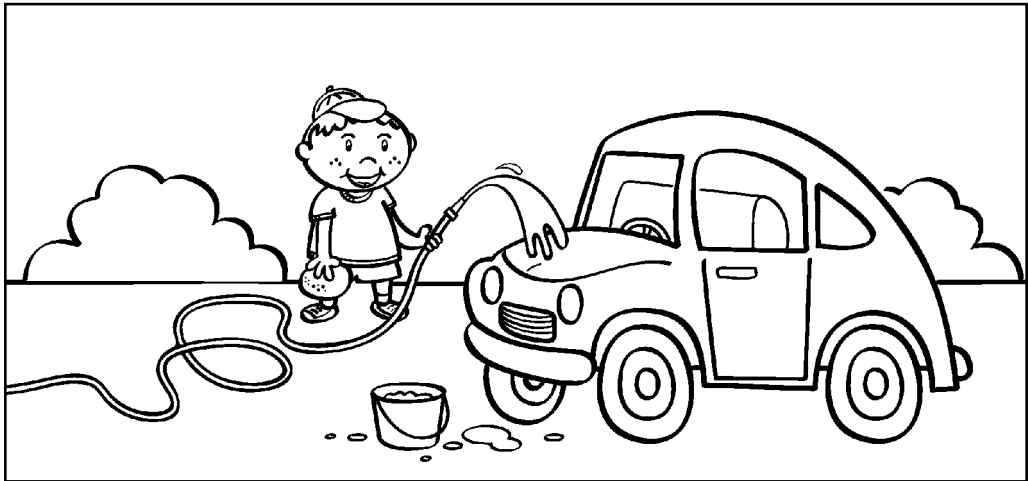
A Reading A-Z Level C Benchmark Book • Word Count: 69




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I Can Help



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3	DRA
3-4	Reading Recovery
C	Fountas & Pinnell

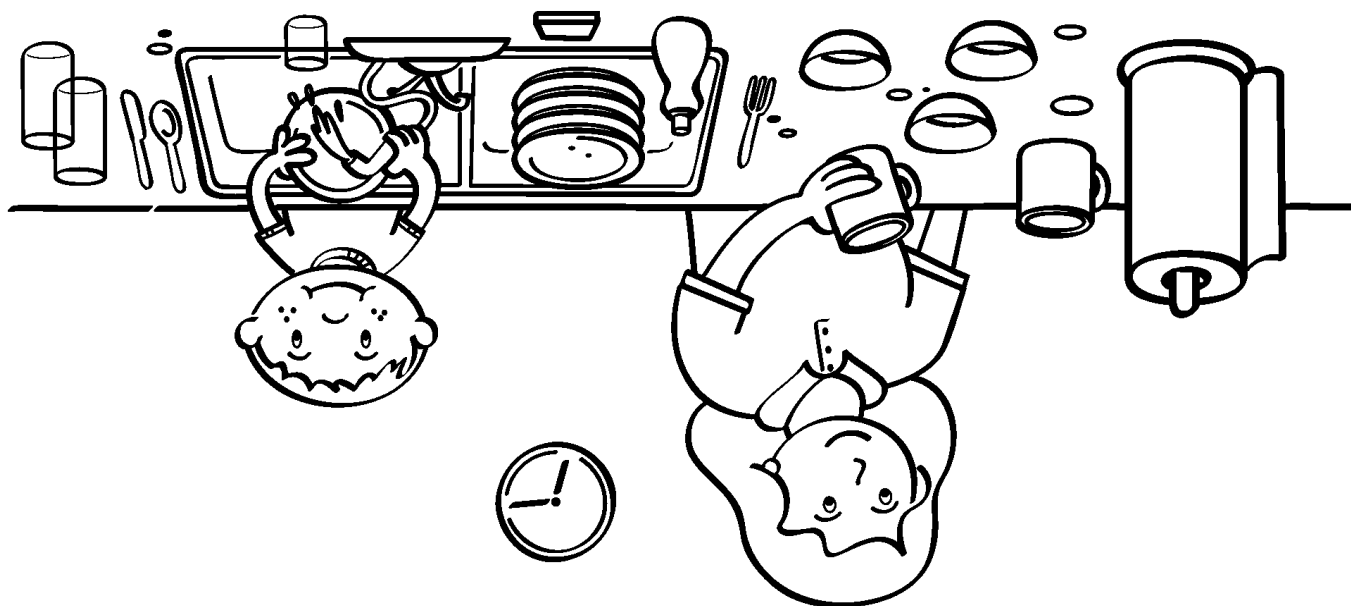
Correlation
LEVEL C

I Can Help
Level C Benchmark Book
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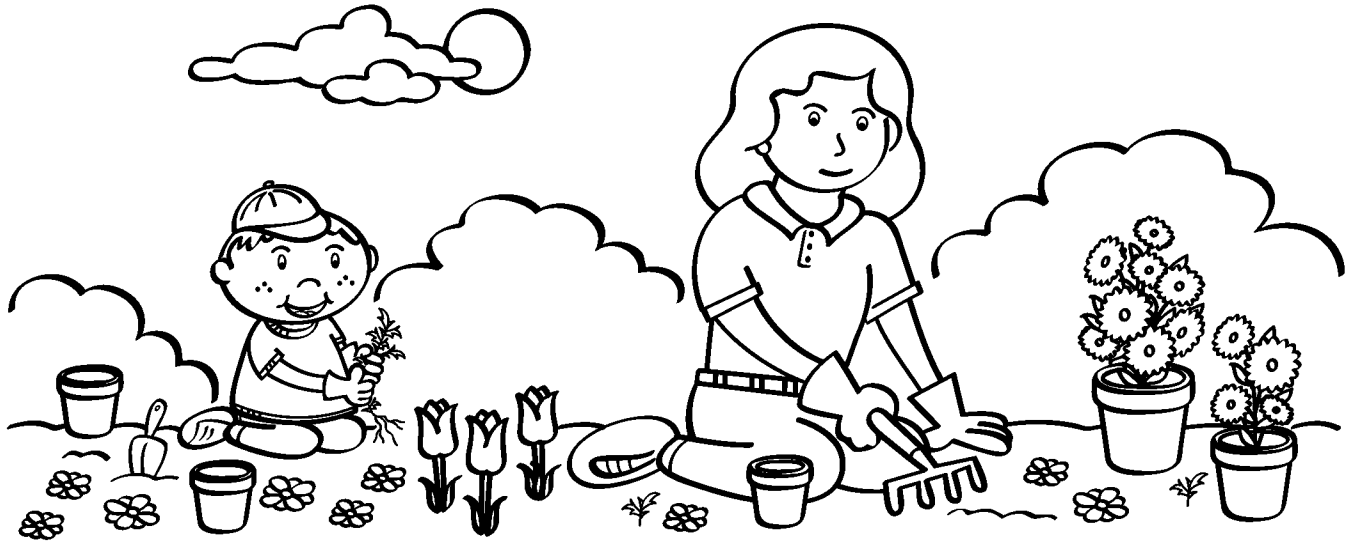
Can you help clean the house?
Yes, I can.

3



Can you help wash the dishes?
Yes, I can.

4

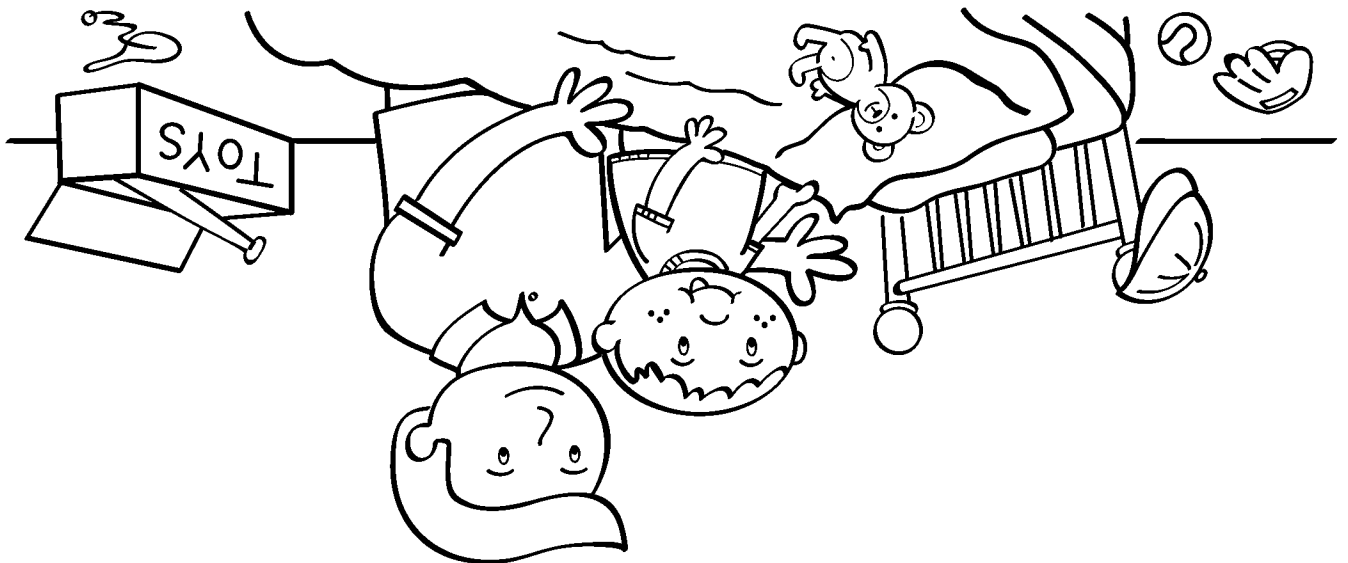


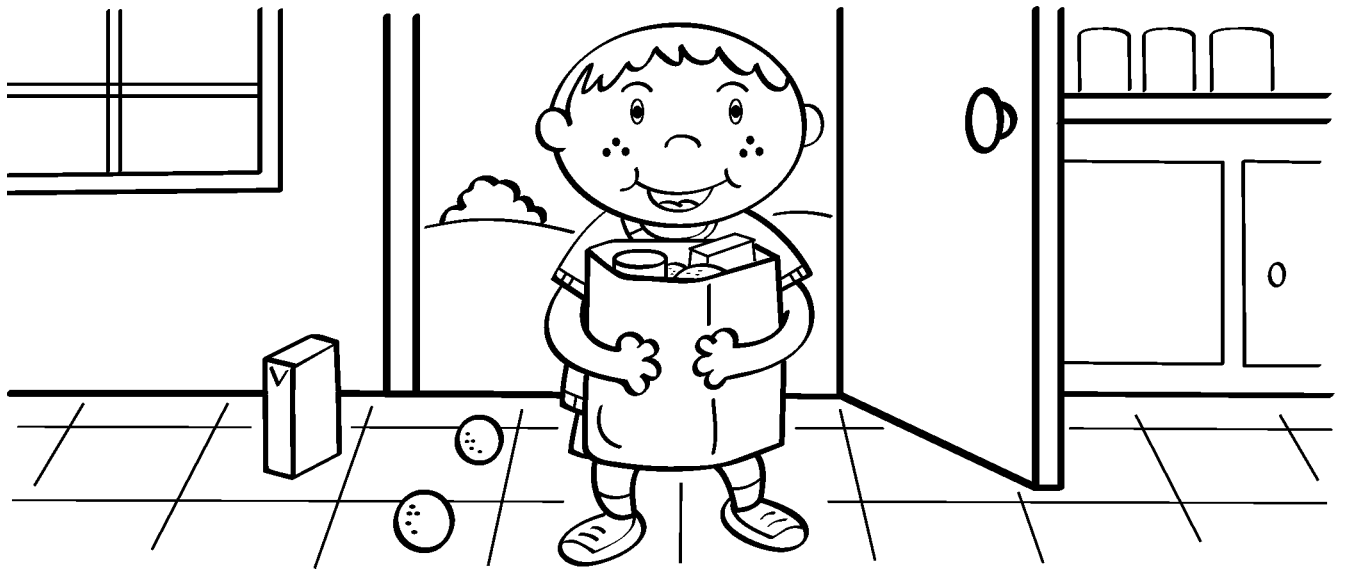
Can you help pull the weeds?
Yes, I can.

5

Can you help make the bed?
Yes, I can.

6





Can you help carry the bag?
Yes, I can.

7

Can you help wash the dog?
Yes, I can.

8



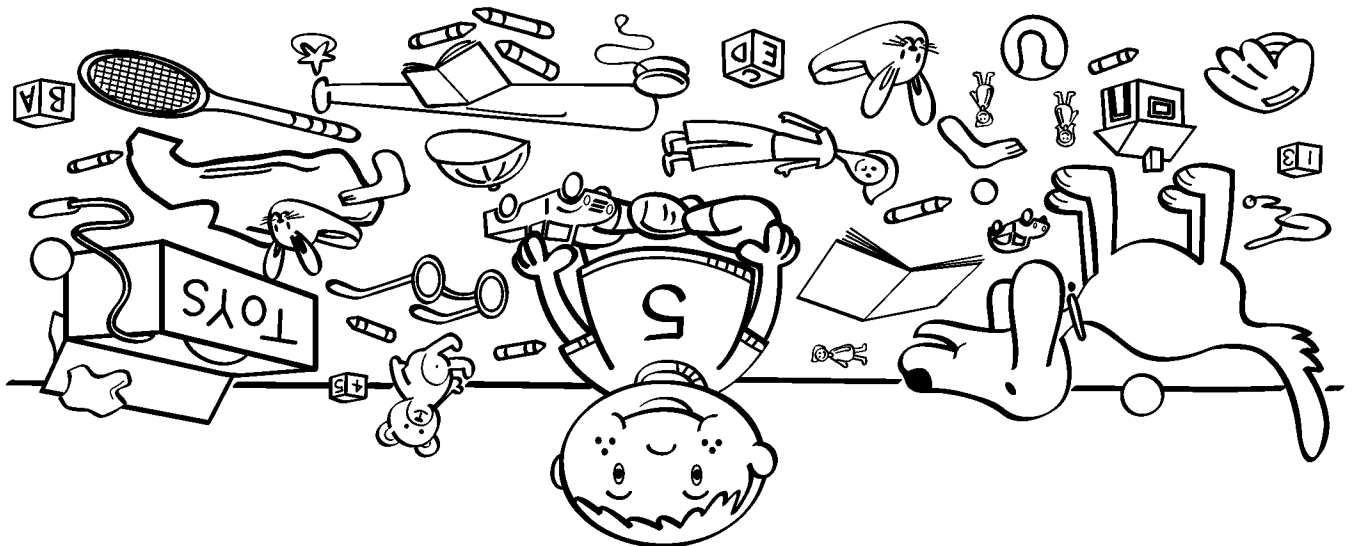


Can you help feed the chickens?
Yes, I can.

9

Can you help clean your room?

10



Reading a-z Running Record

Level C

Student's Name _____ Date _____

**I Can Help
69 words**

Have the student read out loud as you record.

Assessed by _____

page		E = errors S-C = self-correction M = meaning S = structure V = visual				E	S-C	E			S-C		
								M	S	V	M	S	V
3	Can you help clean the house? Yes, I can.												
4	Can you help wash the dishes? Yes, I can.												
5	Can you help pull the weeds? Yes, I can.												
6	Can you help make the bed? Yes, I can.												
7	Can you help carry the bag? Yes, I can.												
8	Can you help wash the dog? Yes, I can.												
9	Can you help feed the chickens? Yes, I can.												
10	Can you clean up your room?												
Totals													

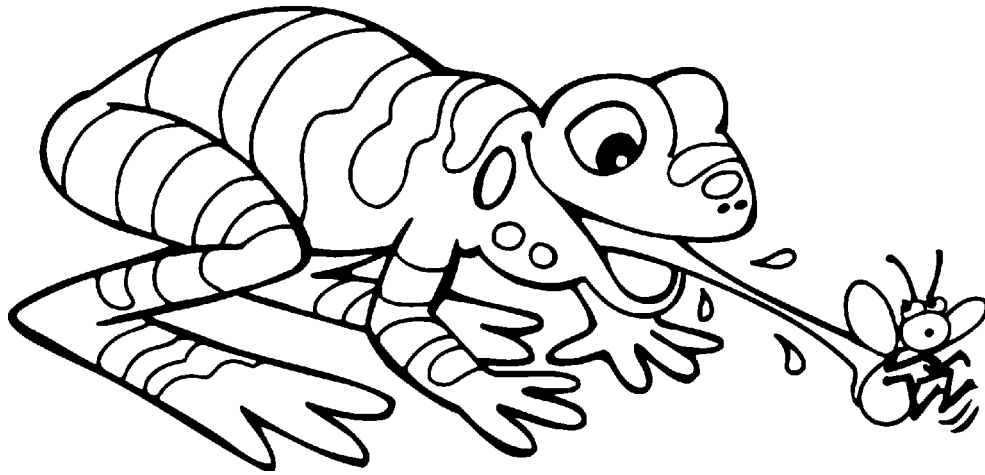
Accuracy Rate:

Error Rate:

Self-correction Rate:

LEVELED READER • C

What Animals Eat

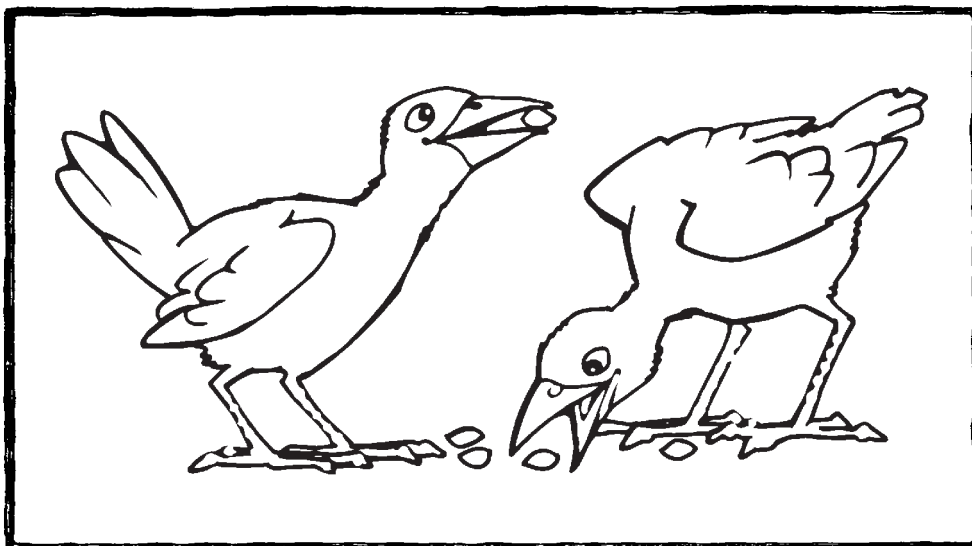


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What Animals Eat

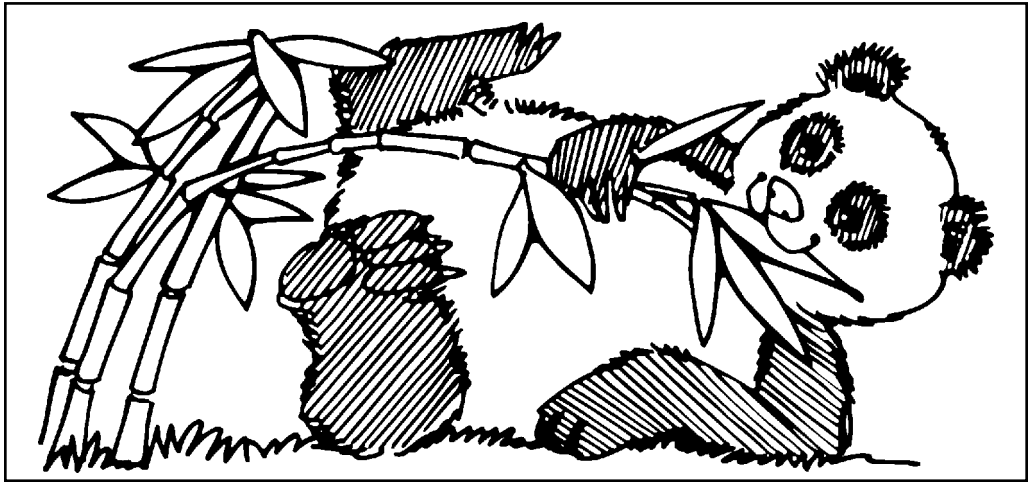
A Reading A-Z Level C Leveled Reader • Word Count: 62




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What Animals Eat



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3	DRA
3-4	Reading Recovery
C	Fountas & Pinnell

LEVEL C
Correlation

What Animals Eat
Level C leveled Reader
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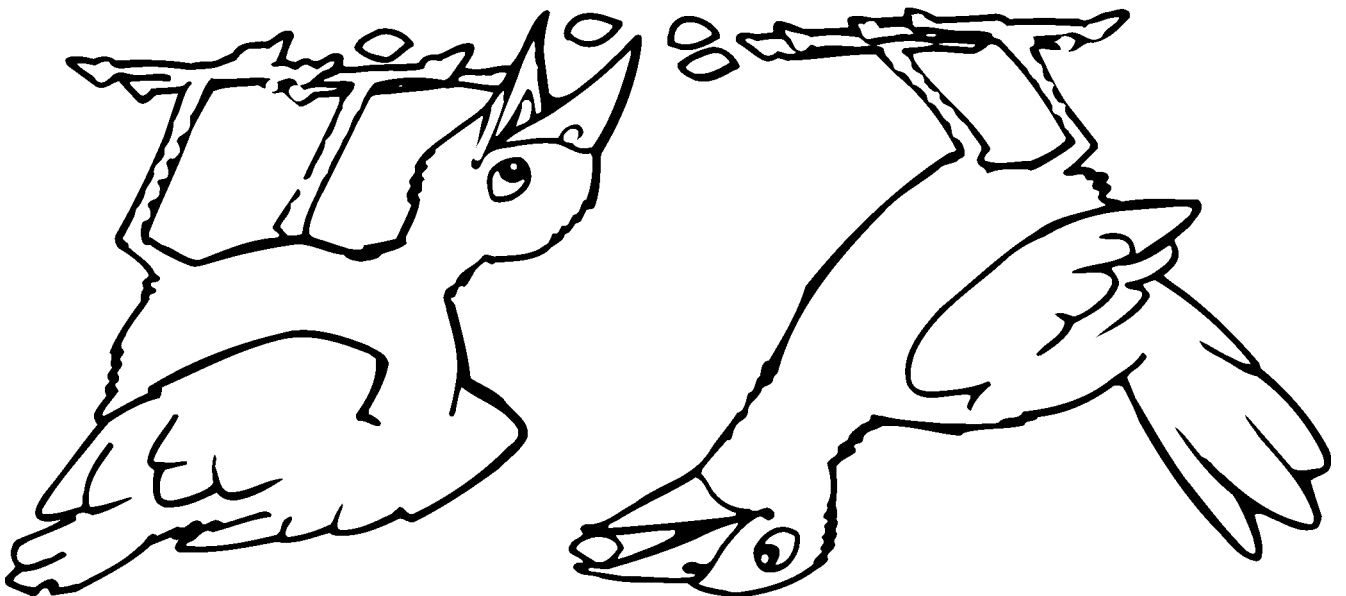


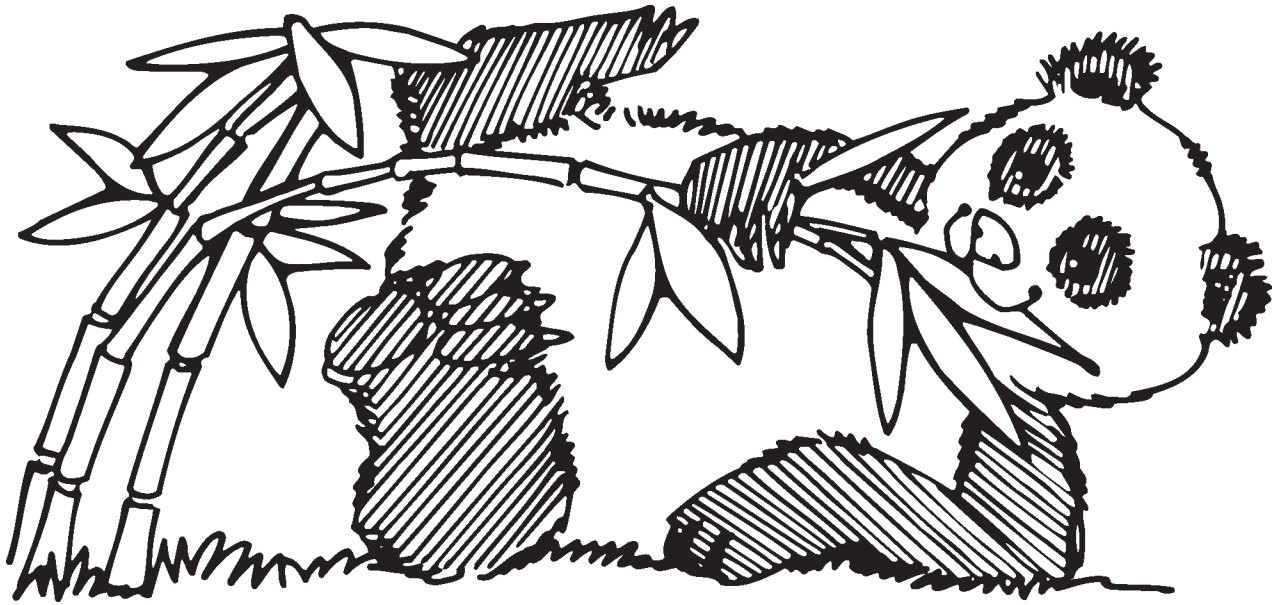
Cows like to eat grass.
Munch, munch.

3

Birds like to eat seeds.
Crunch, crunch.

4



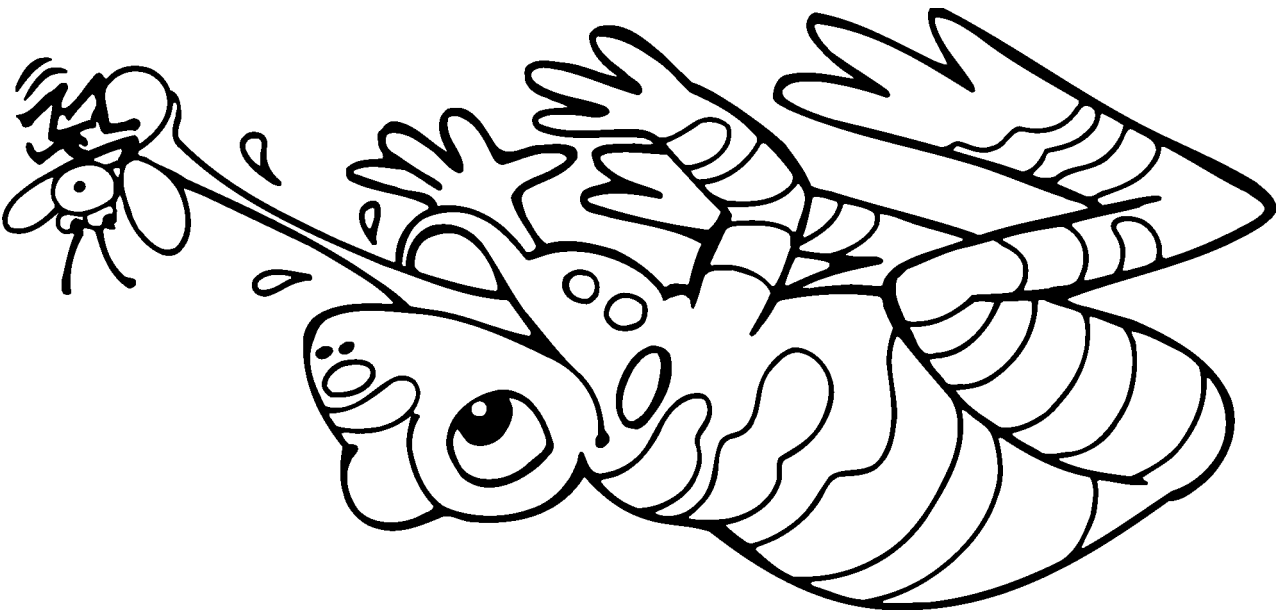


Pandas like to eat leaves.
Munch, munch.

5

Frogs like to eat bugs.
Zap, zap.

9



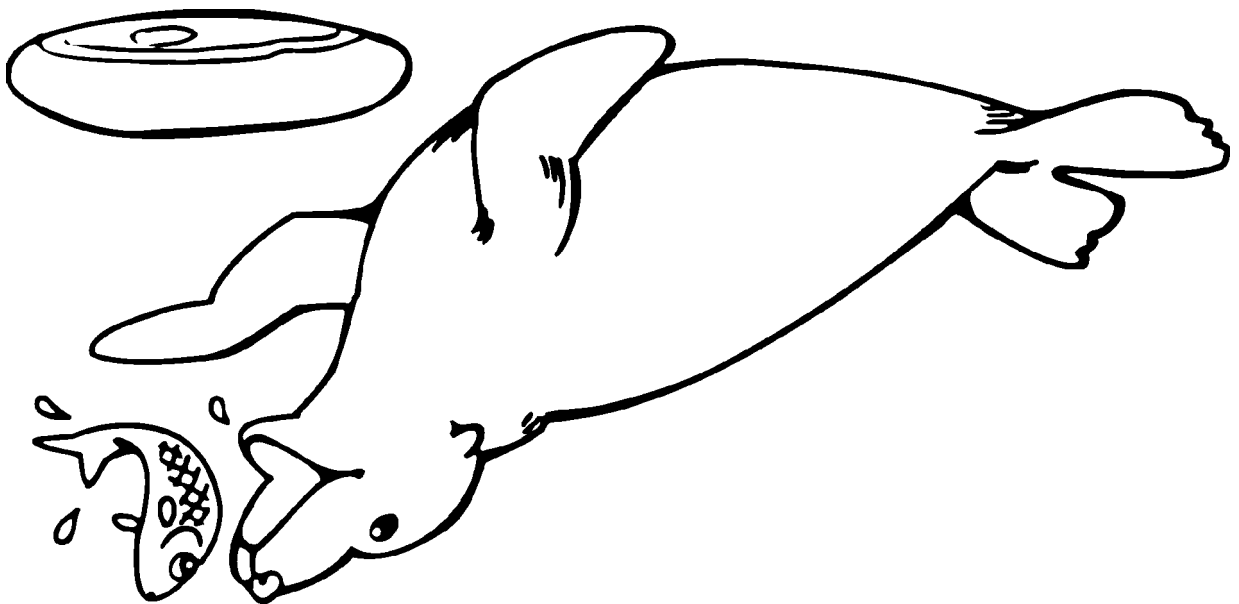


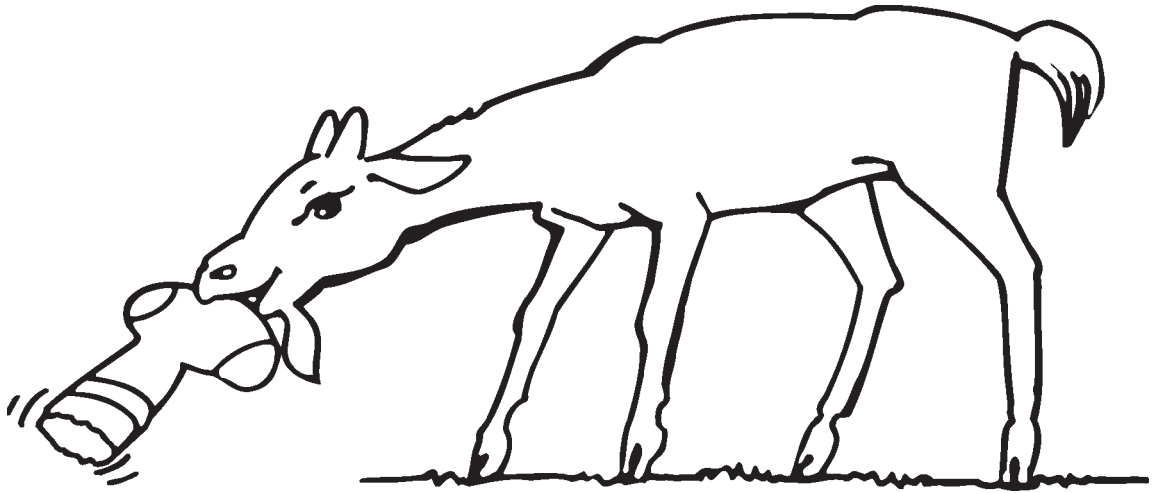
Monkeys like to eat fruit.
Slurp, slurp.

7

Seals like to eat fish.
Gulp, gulp.

8





Goats like to eat everything.
Hey, stop!
That's my sock.

9

Hey, stop!
That's my shoe.
Hey, stop!
That's my book.

10



Name _____



inform

persuade

entertain



inform

persuade

entertain



inform

persuade

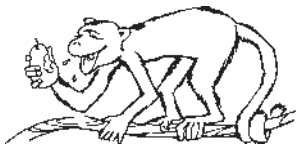
entertain



inform

persuade

entertain



inform

persuade

entertain



inform

persuade

entertain



inform

persuade

entertain

Author's purpose for *What Animals Eat*:

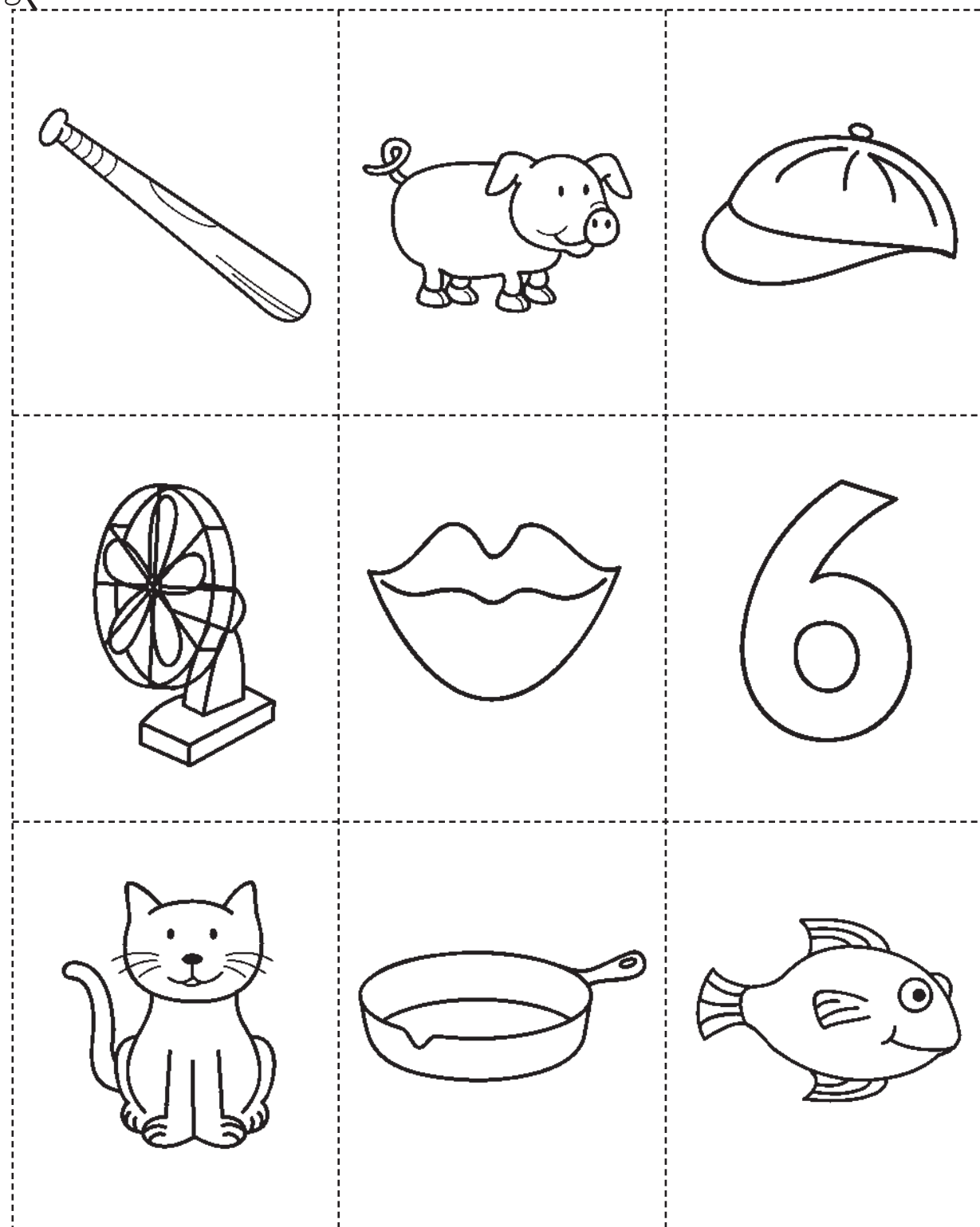
Inform

persuade

entertain

INSTRUCTIONS: Have students review each picture from the book. Have them circle whether the picture shows something that *informed* them, *persuaded* them to do something, or *entertained* them. When finished, have students review what they've circled for each picture and decide whether the main purpose of the book was to *inform*, *persuade*, or *entertain*. Have them circle the appropriate word.

Name _____



WHAT ANIMALS EAT • LEVEL C • 2

SKILL: MEDIAL VOWEL SOUNDS

INSTRUCTIONS: Identify each picture with students. Then have them cut apart the pictures and sort them according to their medial sounds.

Get In

A Reading A-Z Level C Leveled Reader

Word Count: 64

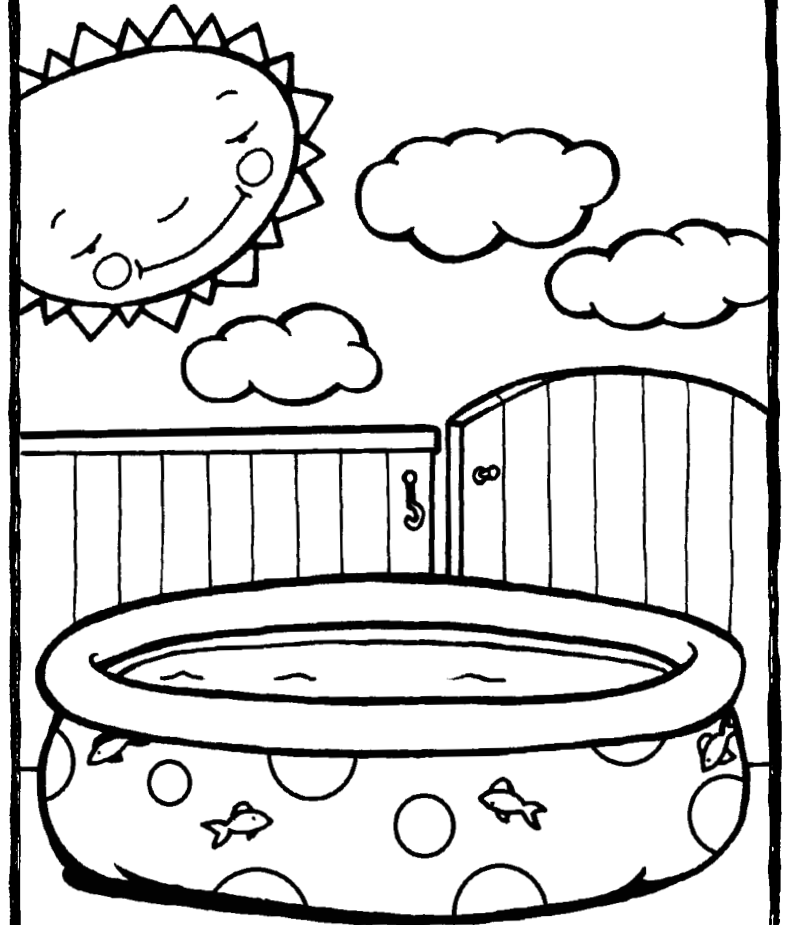



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LEVELED READER • C

Get In



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Get In
Level C Leveled Reader
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Correlation

LEVEL C

Fountas & Pinnell	C
Reading Recovery	3-4
DRA	3



Can the boy get in?
Yes, he can.



Can the girl get in?
Yes, she can.



Can the man get in?
Yes, he can.



Can the woman
get in?
Yes, she can.



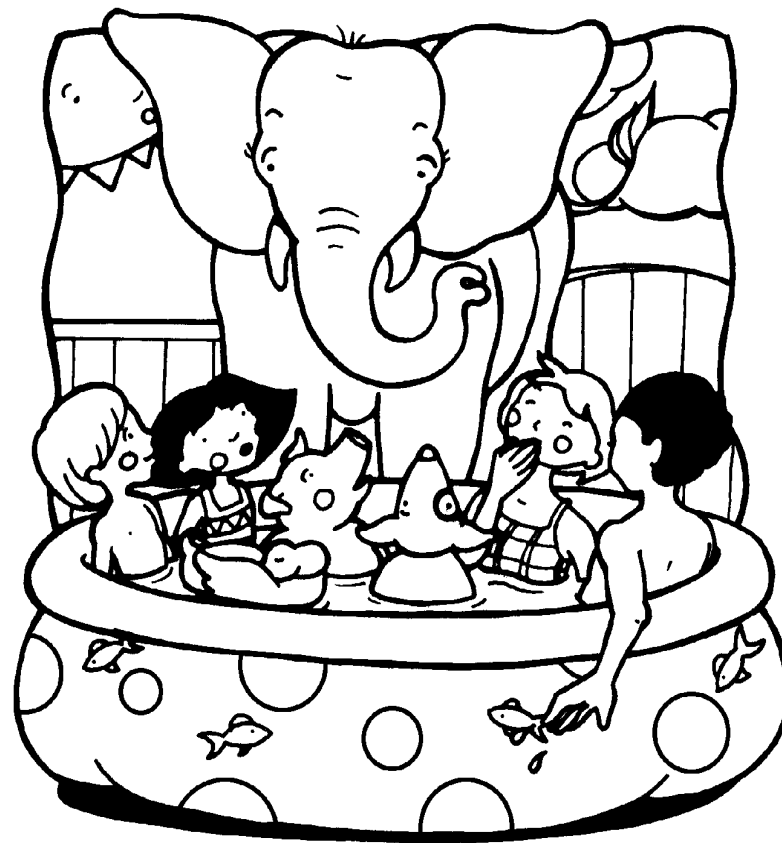
Can the duck get in?
Yes, it can.



Can the dog get in?
Yes, it can.



Can the pig get in?
Yes, it can.



Can the elephant
get in?
No, it cannot.

Name _____



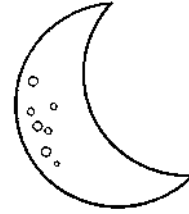
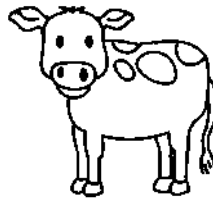
GET IN • LEVEL C • 1

SKILL: SEQUENCE EVENTS

INSTRUCTIONS: Have students cut apart the pictures and paste them onto another piece of paper in the correct order. Have them number each picture in the correct order. They may use the book as a reference.

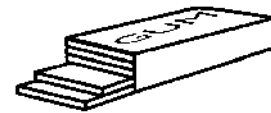
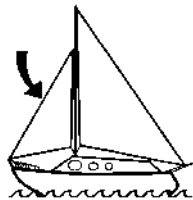
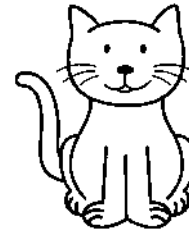
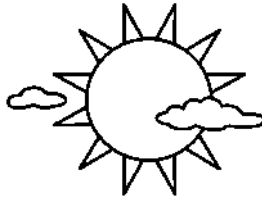
Name _____

Reading a-z



GET IN • LEVEL C • 2

Gg



SKILL: INITIAL CONSONANT Gg

INSTRUCTIONS: Name the pictures in each row with students. Have students color the pictures whose name begins with the /g/ sound. Then have them write the letter *Gg* on the line under the pictures whose name begins with the /g/ sound.

Name _____



she	she	it
it	he	he
in	in	can
can	get	get

GET IN • LEVEL C • 3

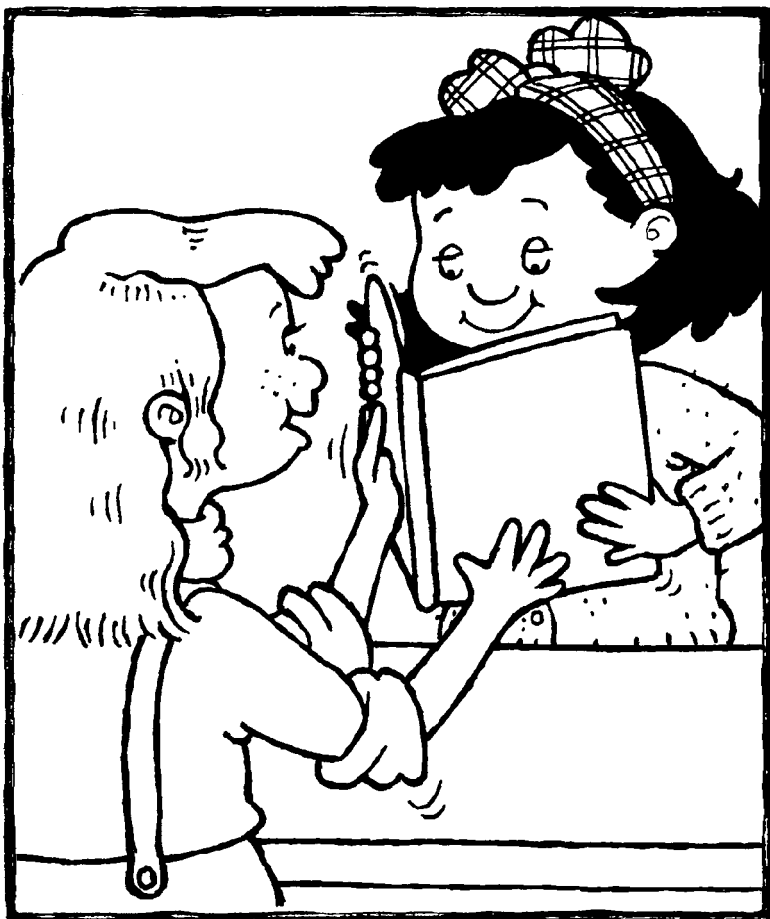
SKILL: HIGH-FREQUENCY WORDS

INSTRUCTIONS: Have students cut apart the high-frequency words. Have them play a word game with a partner. Have pairs turn the cards over and look for a match. To keep a matching pair, have students use the word in a sentence.

Open and Close

A Reading A-Z Level C Leveled Reader

Word Count: 57



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LEVELED READER • C

Open and Close



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Open and Close



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Open and Close
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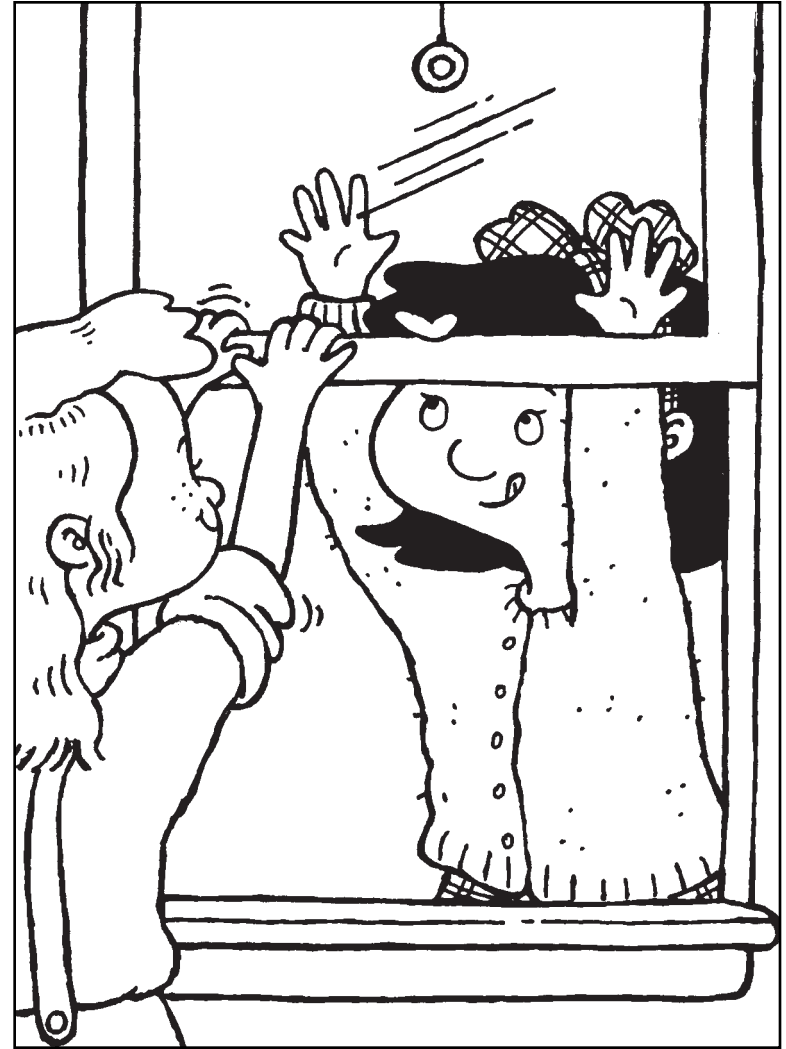
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Correlation

LEVEL C	
Fountas & Pinnell	C
Reading Recovery	3-4
DRA	3



I open the door.
You close the door.



I open the window.
You close the window.



I open the drawer.
You close the drawer.



I open the box.
You close the box.



I open the book.
You close the book.



I open the jar.
You close the jar.



I open the cage.



Quick, quick!
Close the cage!

Name _____



INSTRUCTIONS: Have students cut apart the pictures. Have them use their book to sequence the events in the correct order. Then have them number and describe each event on the back of the picture.

Name _____

Jen can jog.

Jim likes jam.

Jon is in a jet.

Jan put the bug in a jug.

INSTRUCTIONS: Have students read each sentence and then draw a picture to show what is happening in the sentence. Have them circle the letter in the words that stands for the /j/ sound.

LEVELED READER • C

Birthday Party

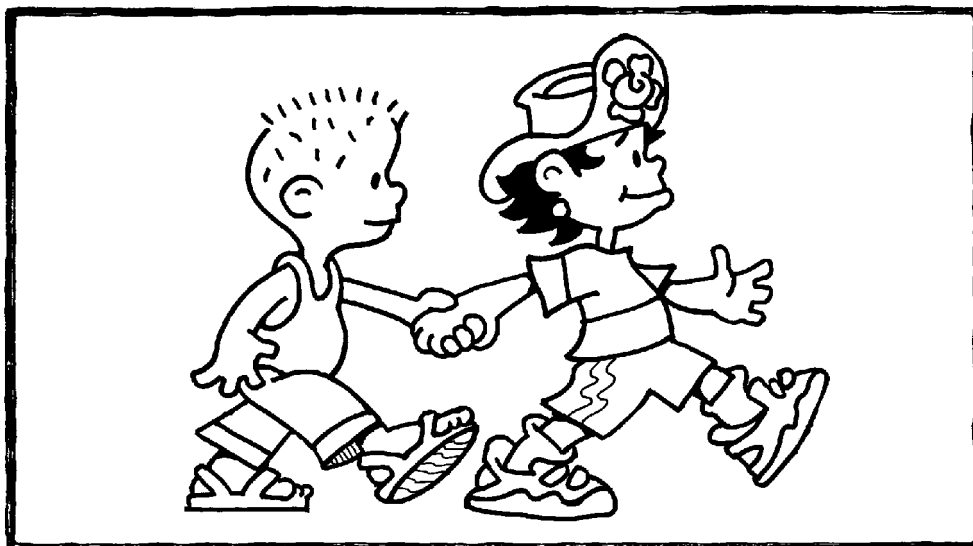


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Birthday Party

A Reading A-Z Level C Leveled Reader • Word Count: 73



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Birthday Party



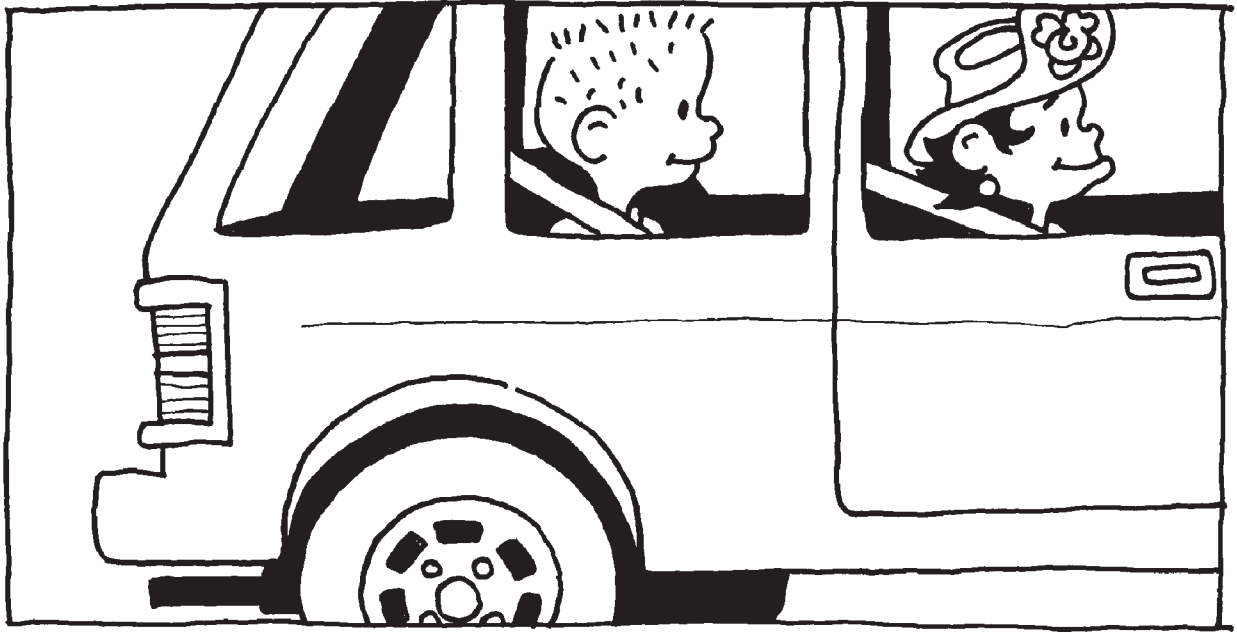
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Illustrated by John Kastner

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LEVEL C	
Fountas & Pinnell	C
Reading Recovery	3-4
DRA	3

Correlation

Birthday Party
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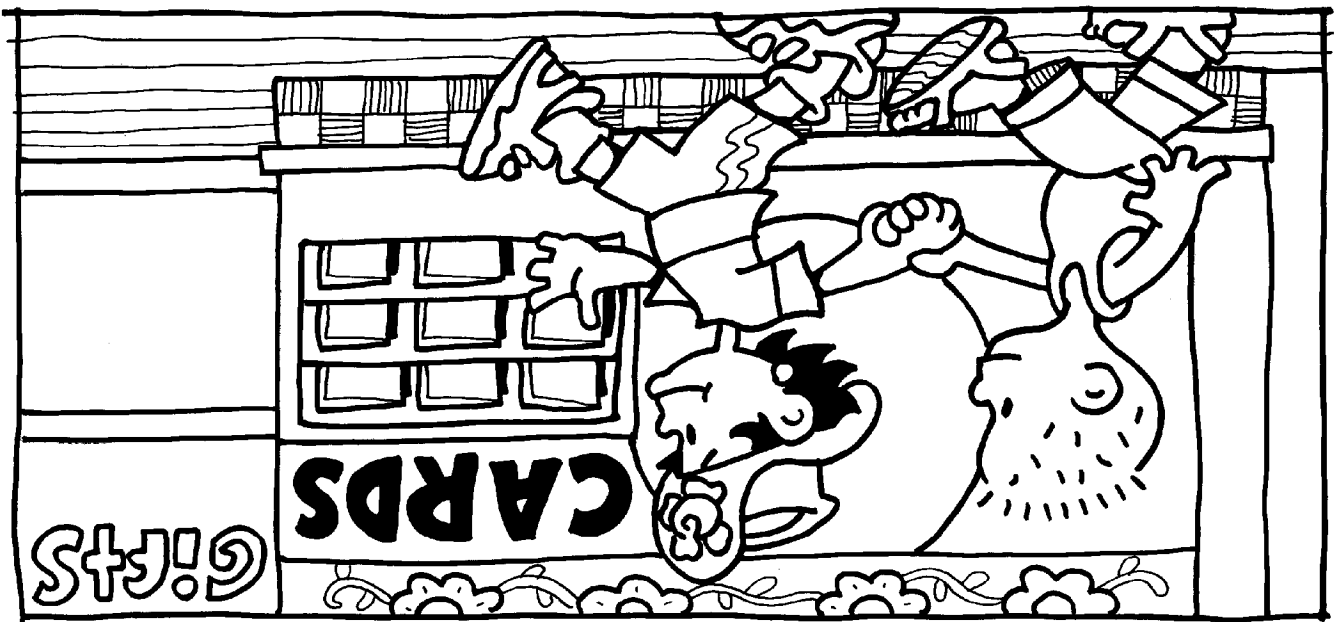


We go shopping.
It is birthday party time.

3

We go to the card shop.
We get a card.

4





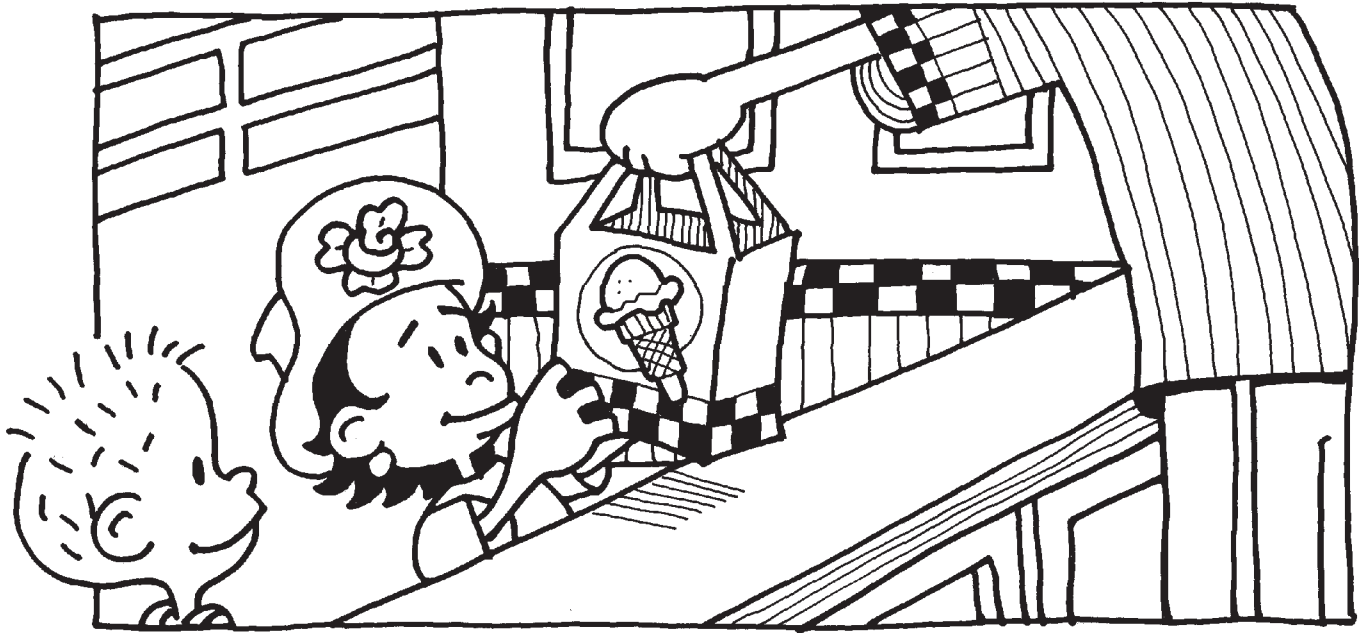
We go to the balloon shop.
We get balloons.

5

We go to the bakery.
We get a cake.

6



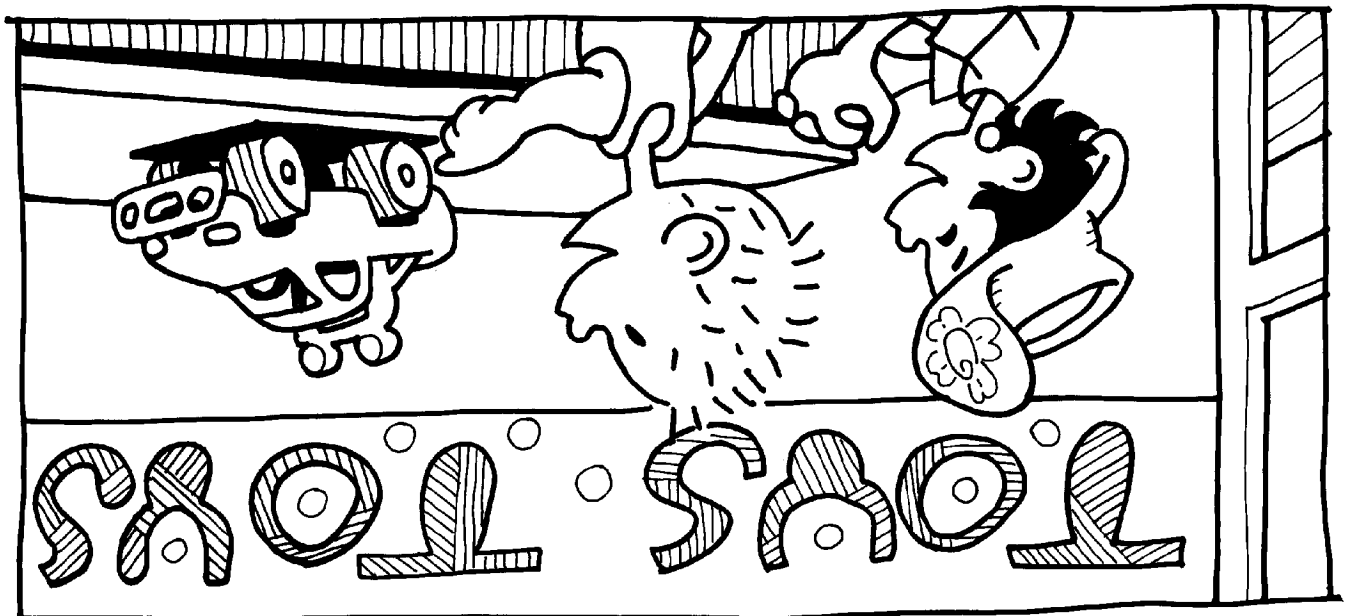


We go to the ice cream shop.
We get ice cream.

7

We go to the toy store.
We get a toy.

8





We go to the birthday party.
We play games.

9

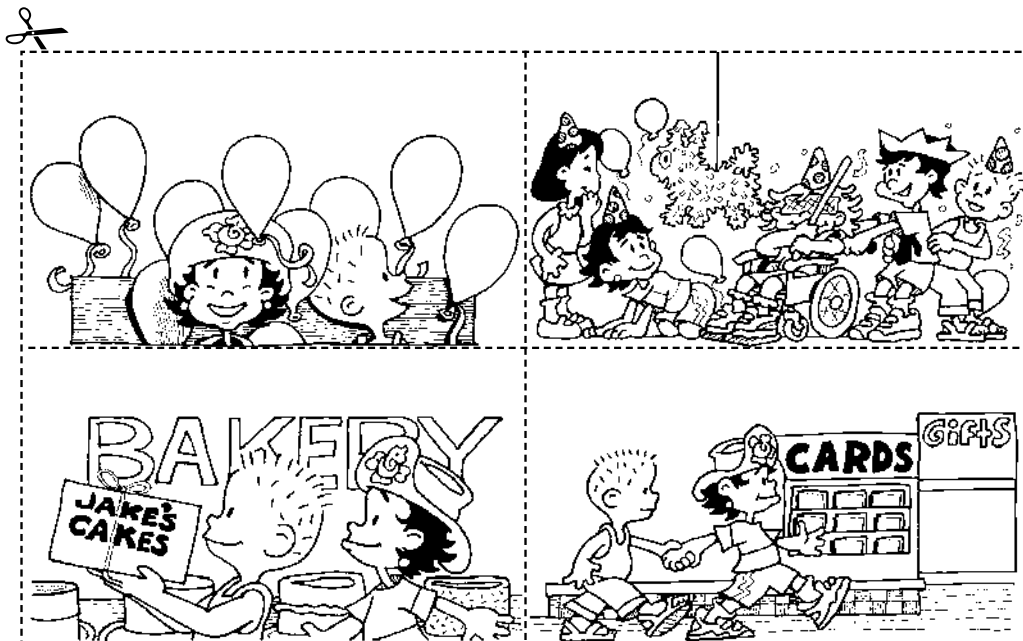
We sing happy birthday.
We have fun.

10



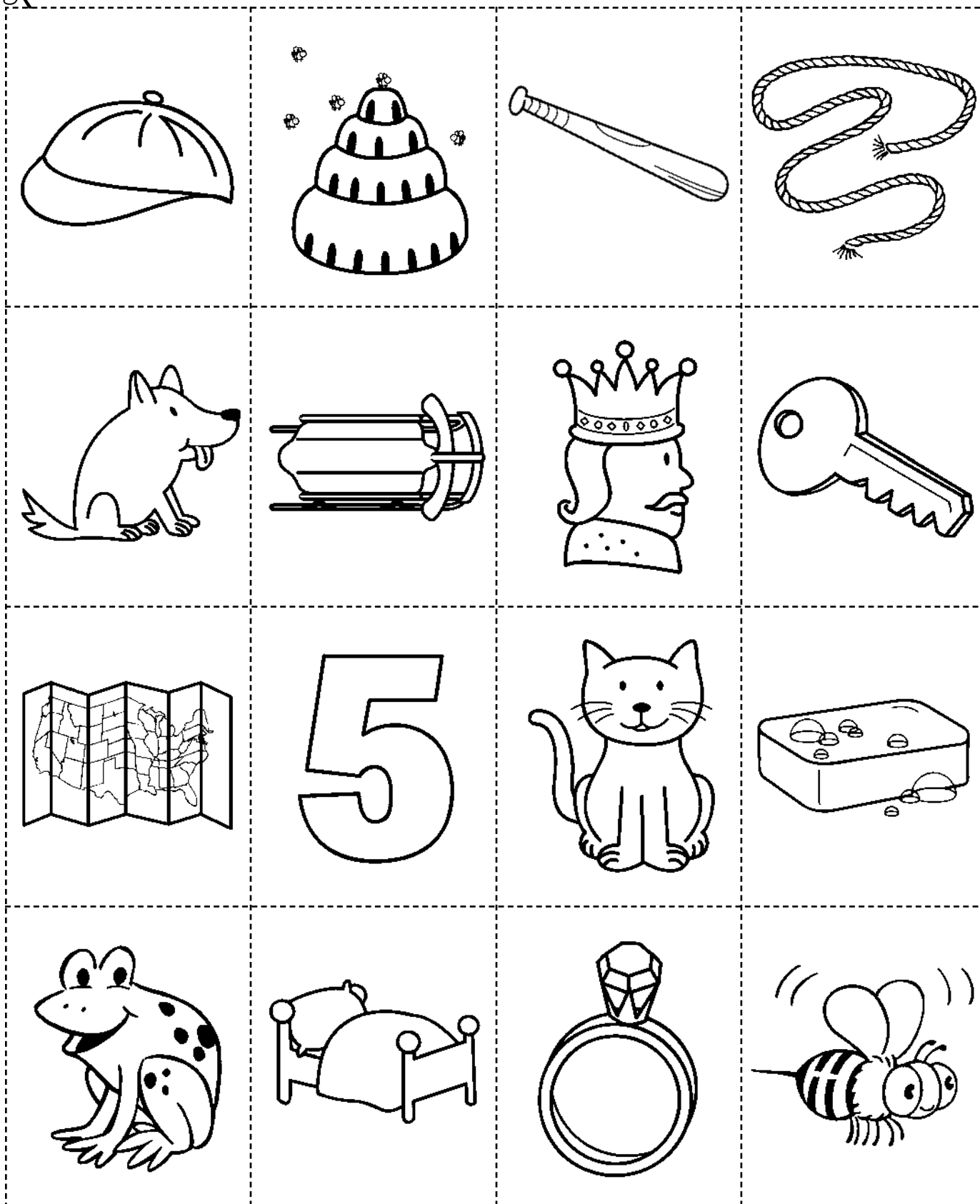
Name _____

①		→		②
③		→		④



INSTRUCTIONS: Have students cut apart the pictures and paste them in the boxes in the order in which they happened in the book. They may use their book as a reference.

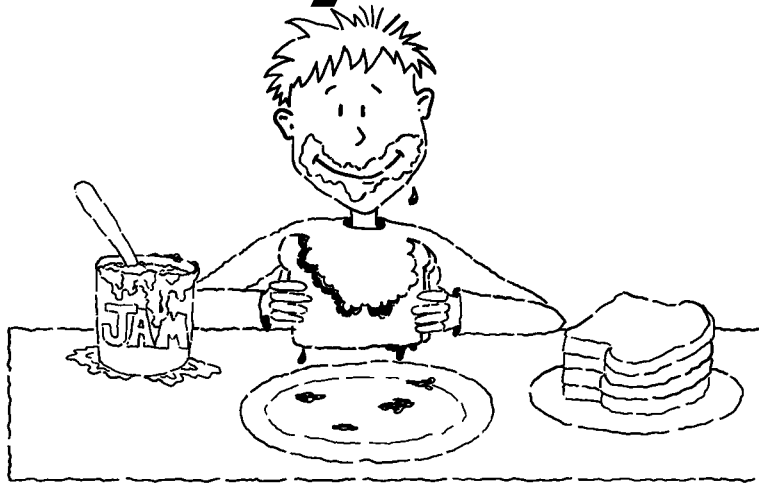
Name _____



INSTRUCTIONS: Identify each picture with students. Have them cut apart the picture cards and sort them into rhyming pairs.

LEVELED READER • C

Yummy, Yummy

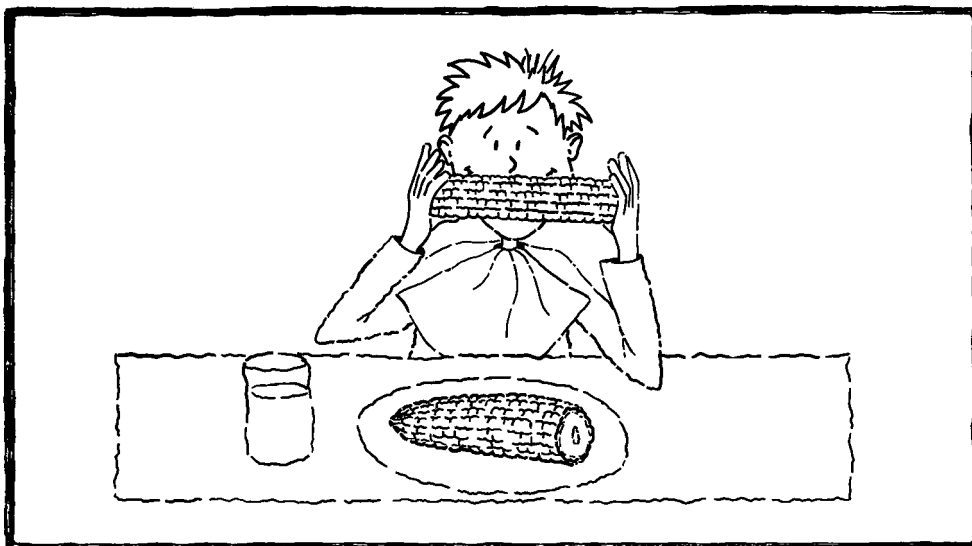


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Yummy, Yummy

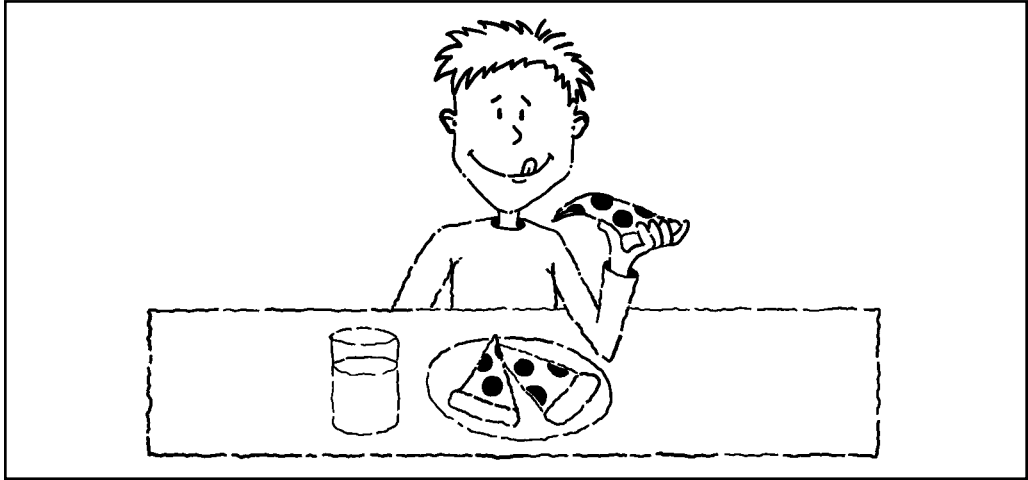
A Reading A-Z Level C Leveled Reader • Word Count: 53



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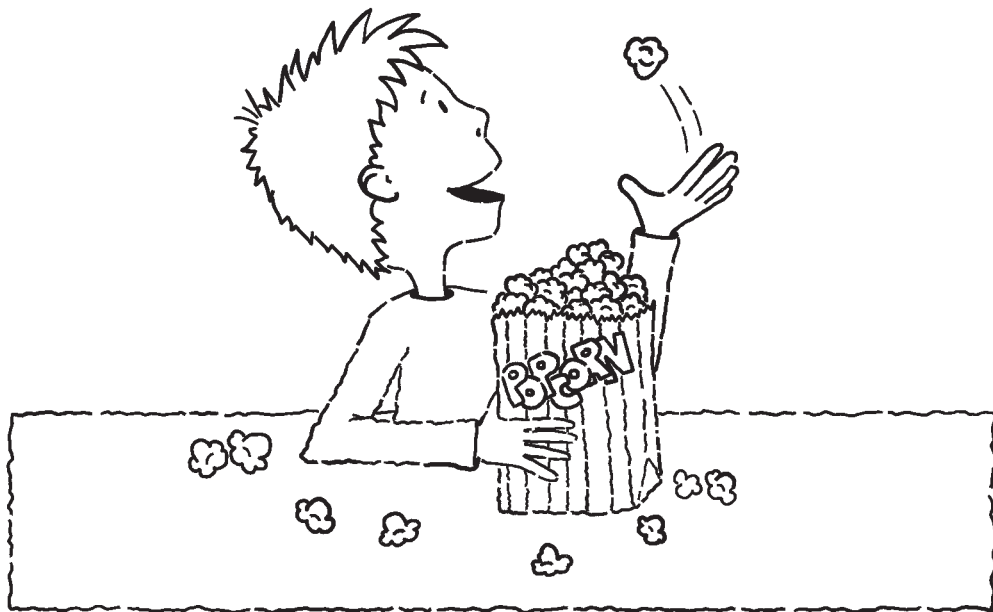


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Correlation	
LEVEL C	
Fountas & Pinnell	C
Reading Recovery	3-4
DRA	3

Yummy, Yummy
Level C leveled Reader
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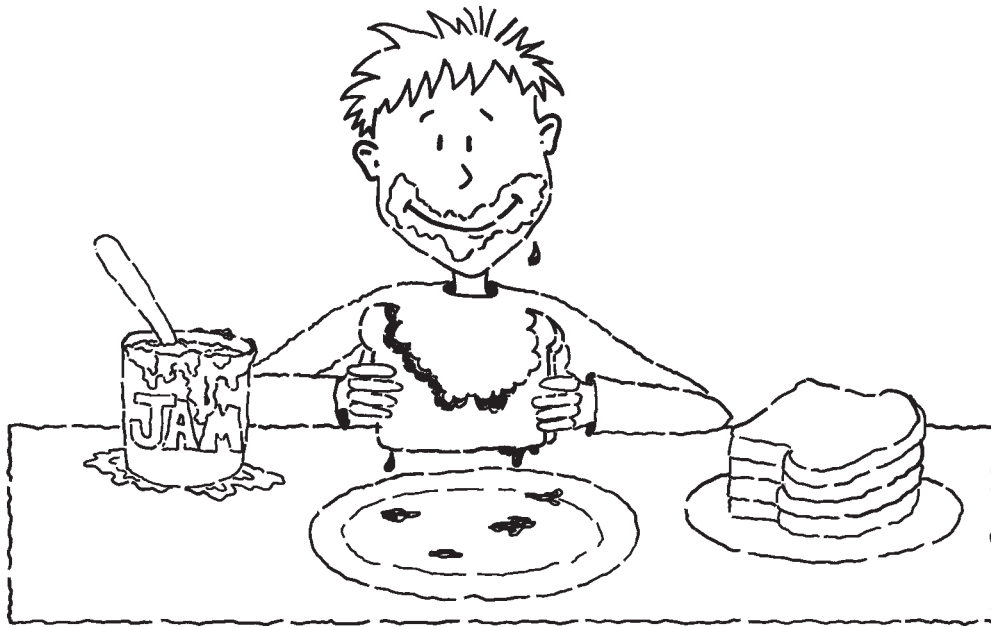
I like popcorn.
Yummy, yummy.

3

I like pizza.
Yummy, yummy.

4



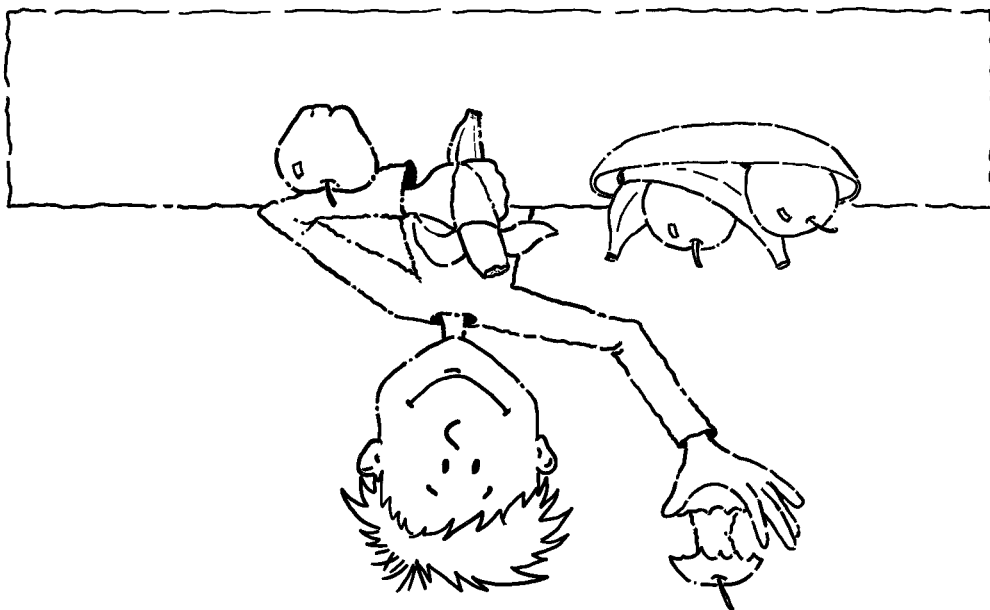


I like bread and jam.
Yummy, yummy.

5

I like apples and bananas.
Yummy, yummy.

9



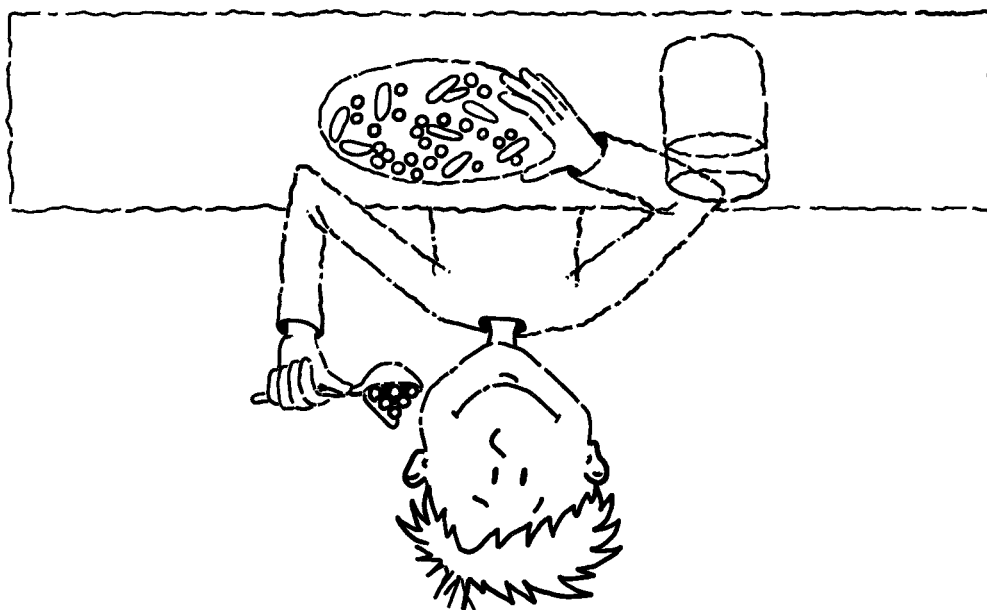


I like corn on the cob.
Yummy, yummy.

7

I like carrots and peas.
Yummy, yummy.

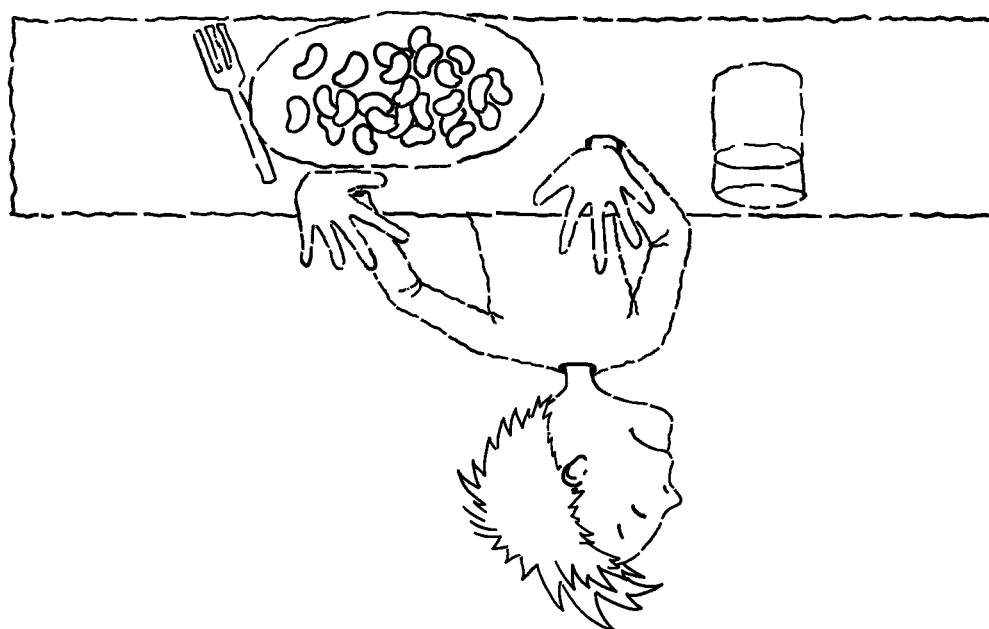
8





I like cookies and milk.
Yummy, yummy.

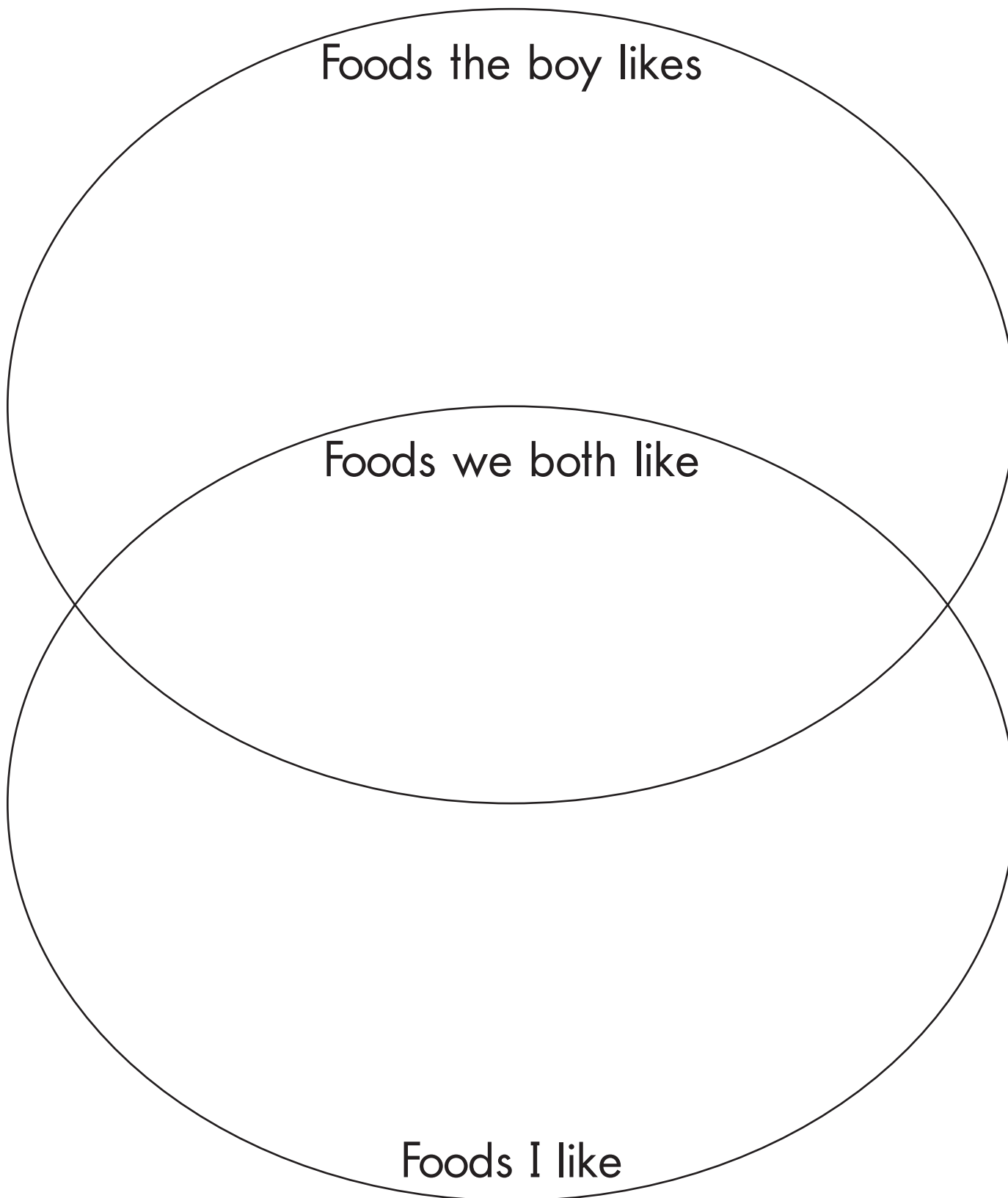
9



I don't like lima beans.
Yucky, yucky.

10

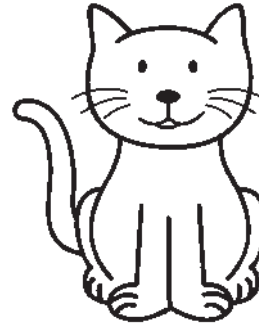
Name _____



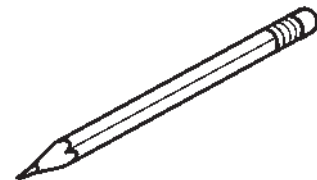
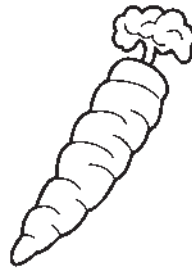
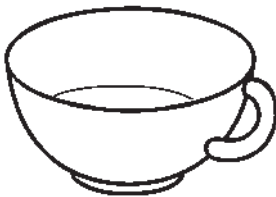
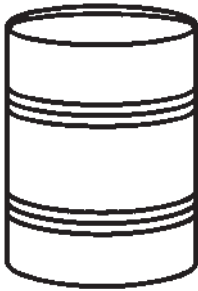
INSTRUCTIONS: Have students list the foods that the boy likes that they do not like in the top circle. Have them list the foods they both like in the middle. Have them list foods they like that the boy may not like in the bottom circle.

Name _____

Cc



YUMMY, YUMMY • LEVEL C • 2

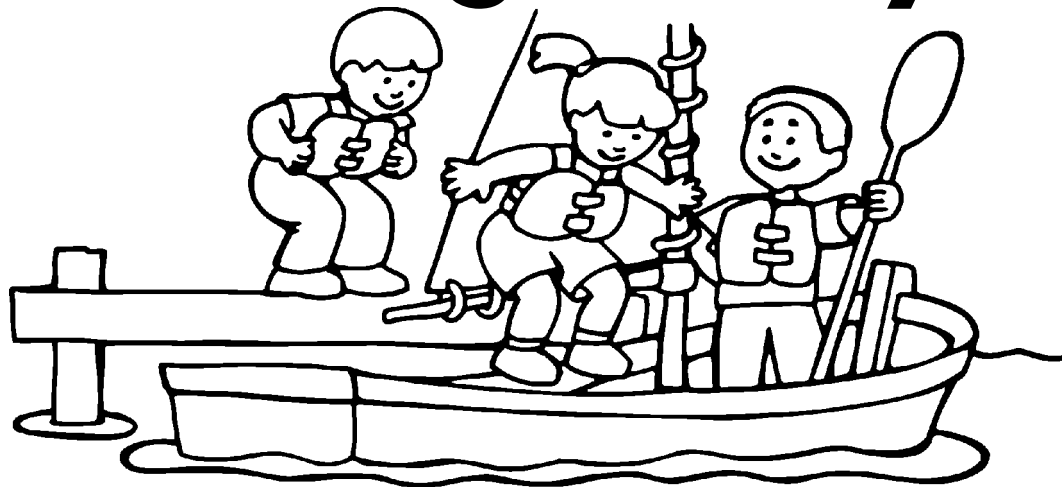


SKILL: INITIAL CONSONANT Cc

INSTRUCTIONS: Identify each picture with students. Have them write the letter Cc under each picture whose name begins with the /k/ sound.

LEVELED READER • C

Going Away



Written by Ned Jensen • Illustrated by Joe Boddy

www.readinga-z.com

Going Away

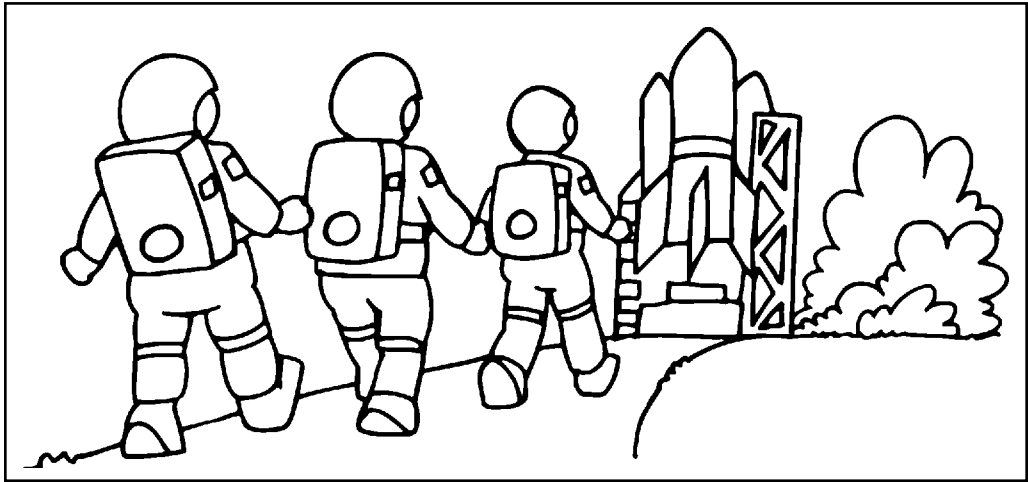
A Reading A-Z Level C Leveled Reader • Word Count: 80




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Going Away



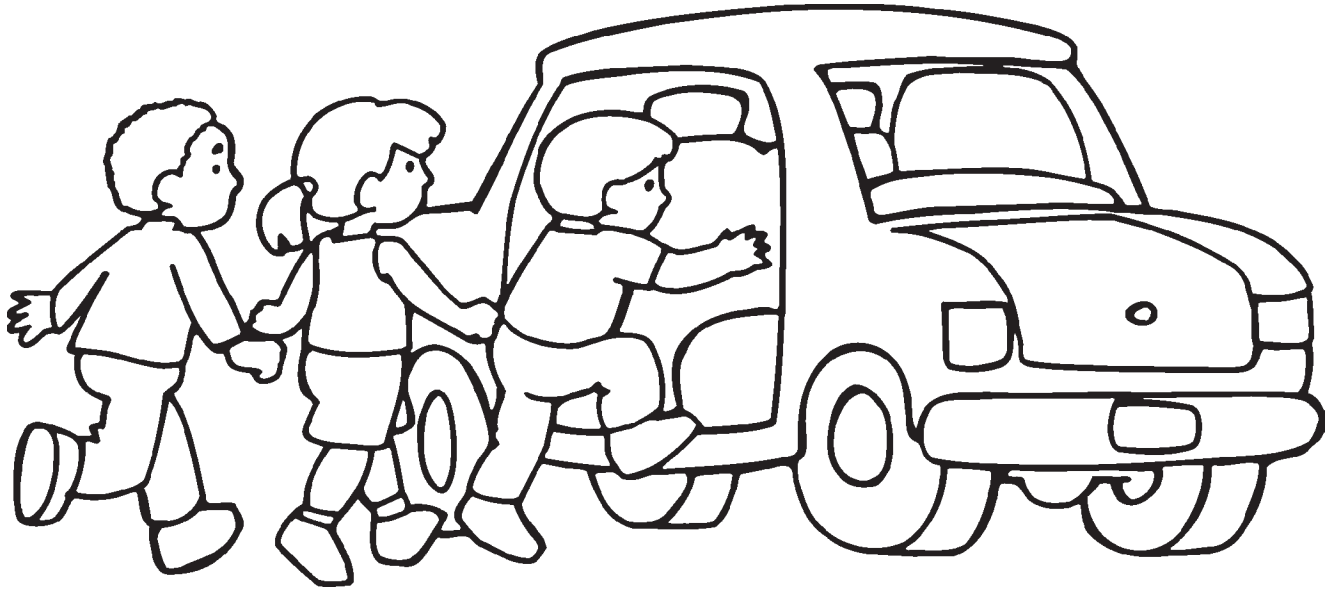
Written by Ned Jensen
Illustrated by Joe Boddy

www.readinga-z.com

3	DRA
3-4	Reading Recovery
C	Fountas & Pinnell

LEVEL C
Correlation

Going Away
Level C leveled Reader
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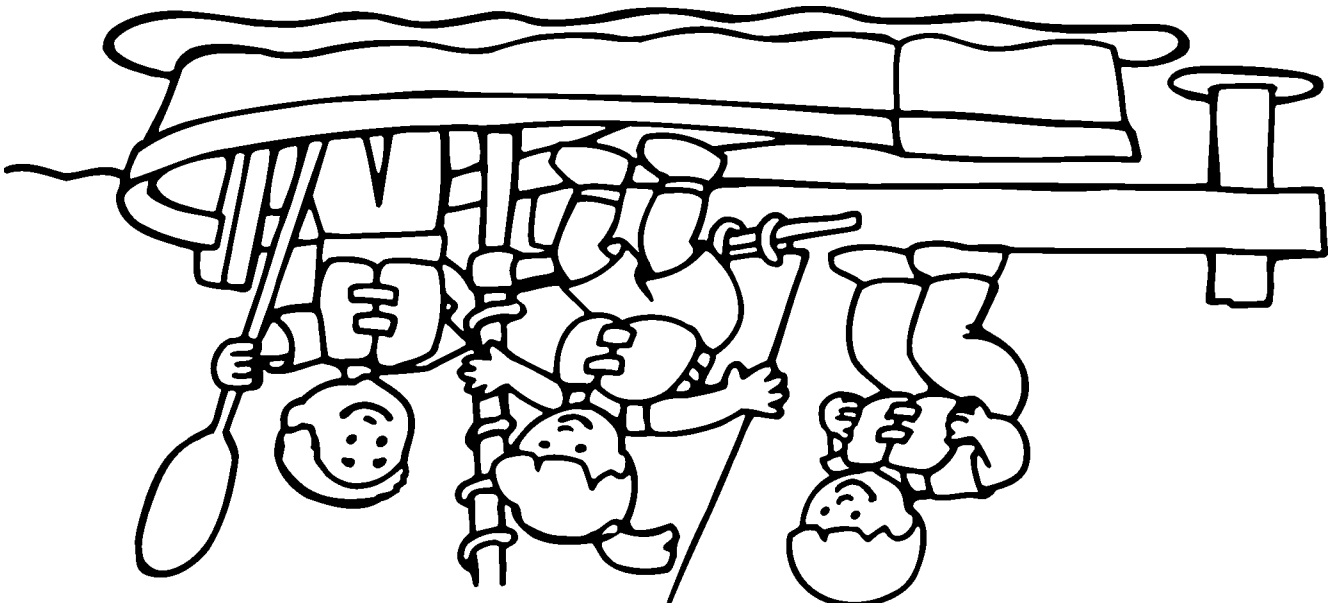


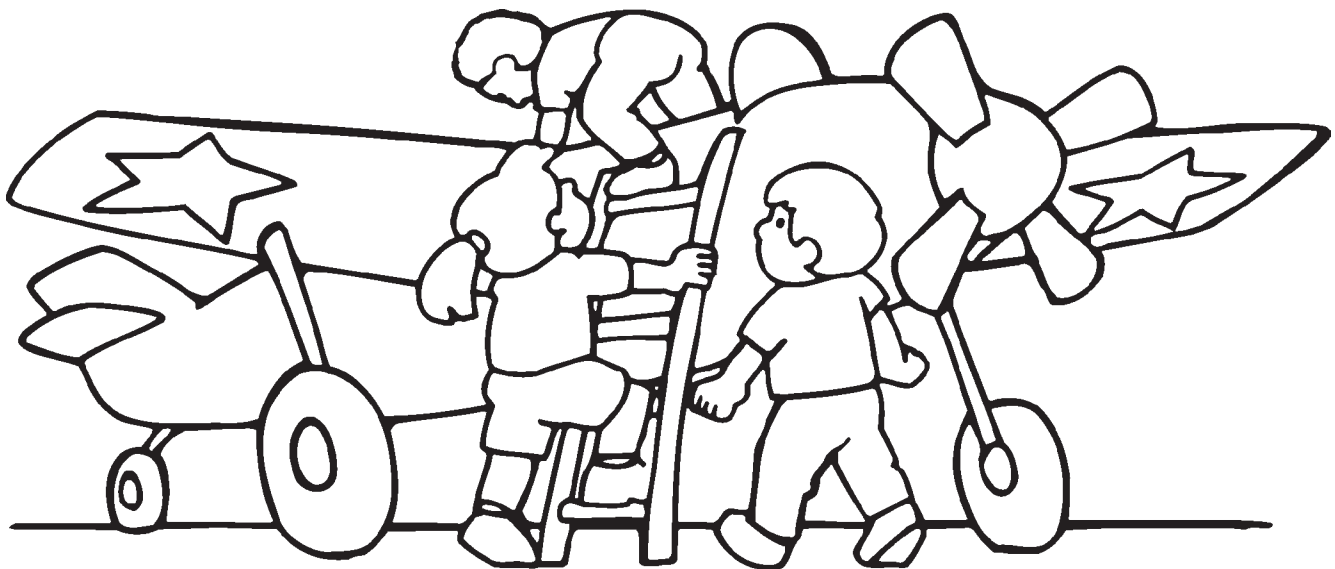
We can get in a car.
We can drive away.

3

We can get in a boat.
We can sail away.

4



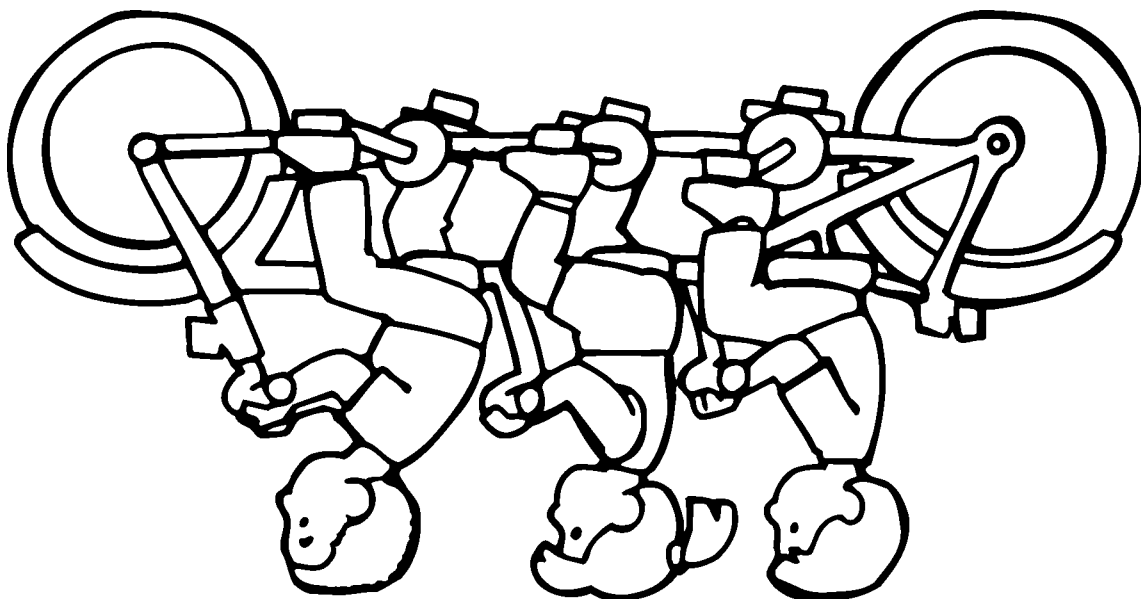


We can get on a plane.
We can fly away.

5

We can get on a bike.
We can pedal away.

6



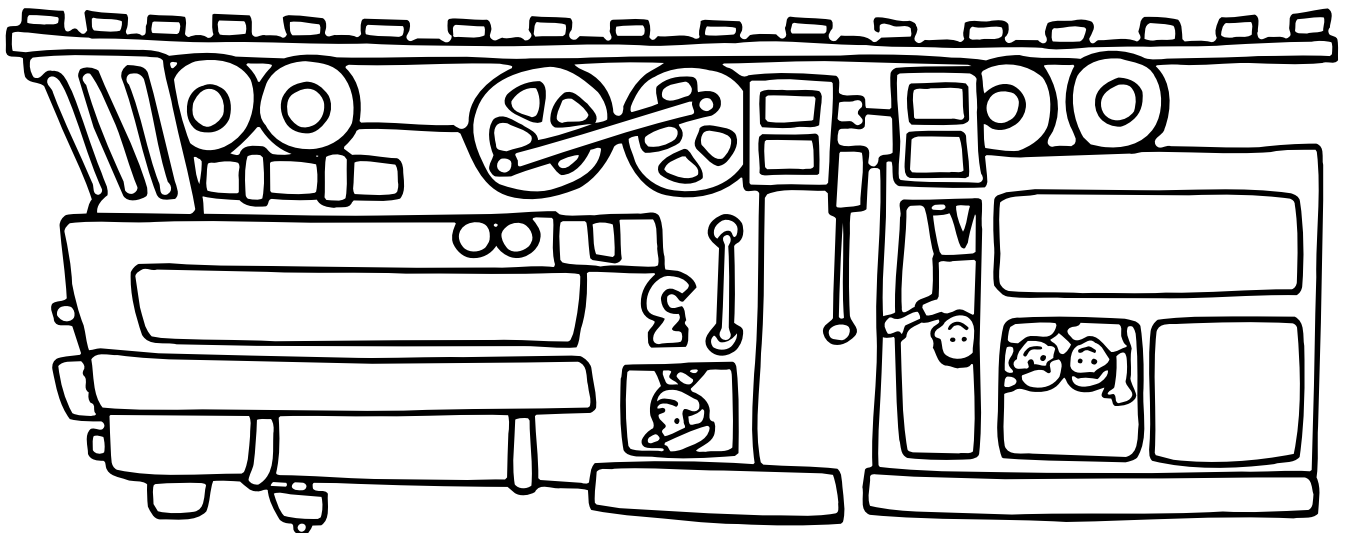


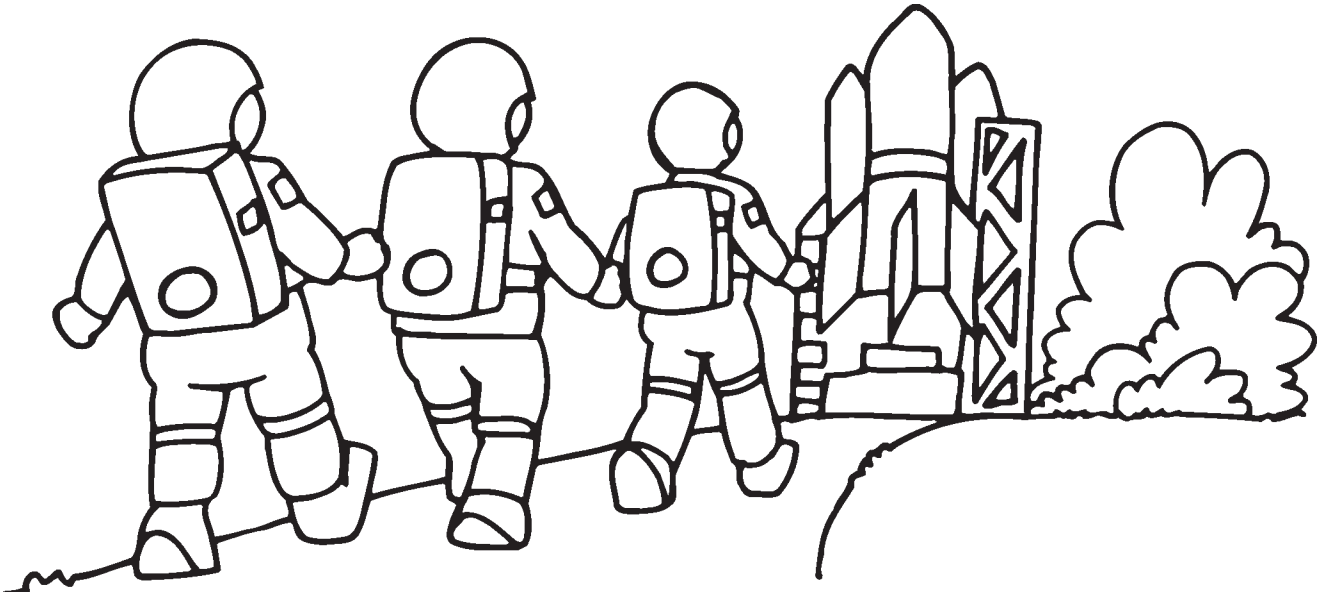
We can get in a balloon.
We can float away.

7

We can get on a train.
We can chug away.

8



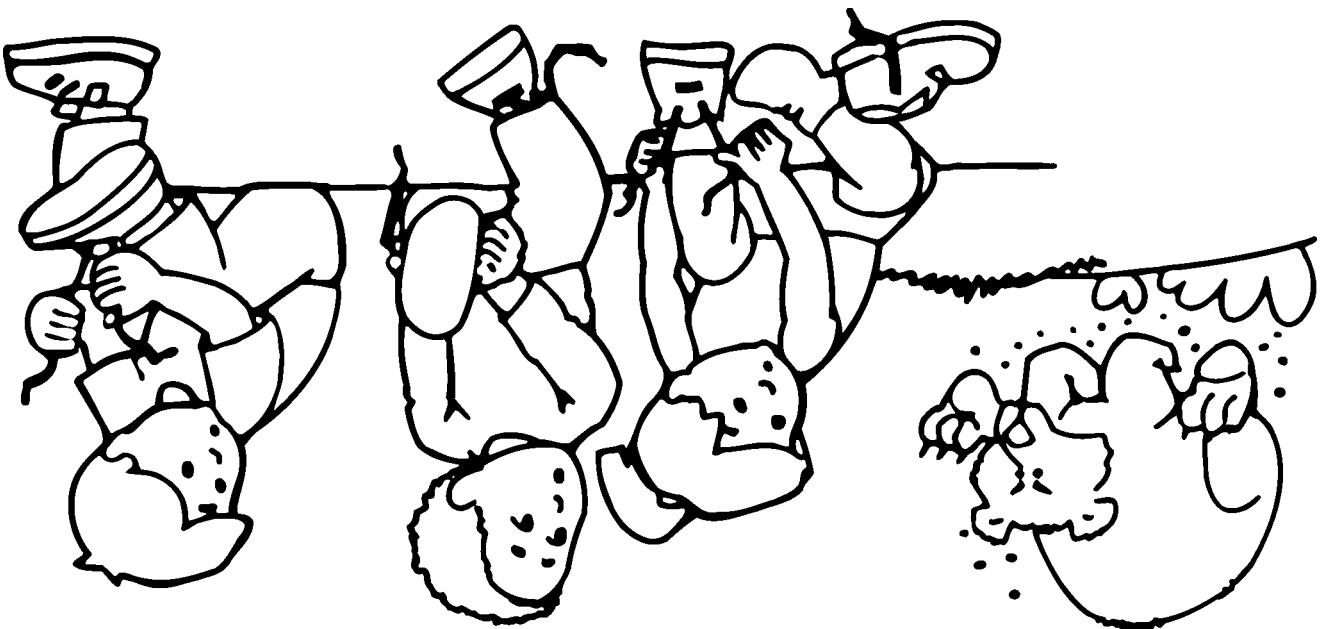


We can get in a rocket.
We can zoom away.

9

We can put on our shoes.
We can run away.

10



Name _____

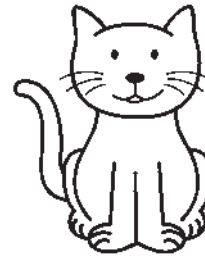
Reality 	Fantasy 
in the book	in the book
in my mind	in my mind
in my mind	in my mind

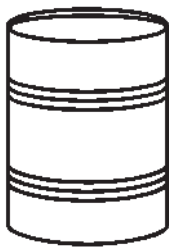
INSTRUCTIONS: Have students draw something real from the book and something make-believe from the book in the first row of boxes. Then have them draw two things they can think of not in the book ("in my mind") that are real and two things that are make-believe.

Name _____

cap car
cat can





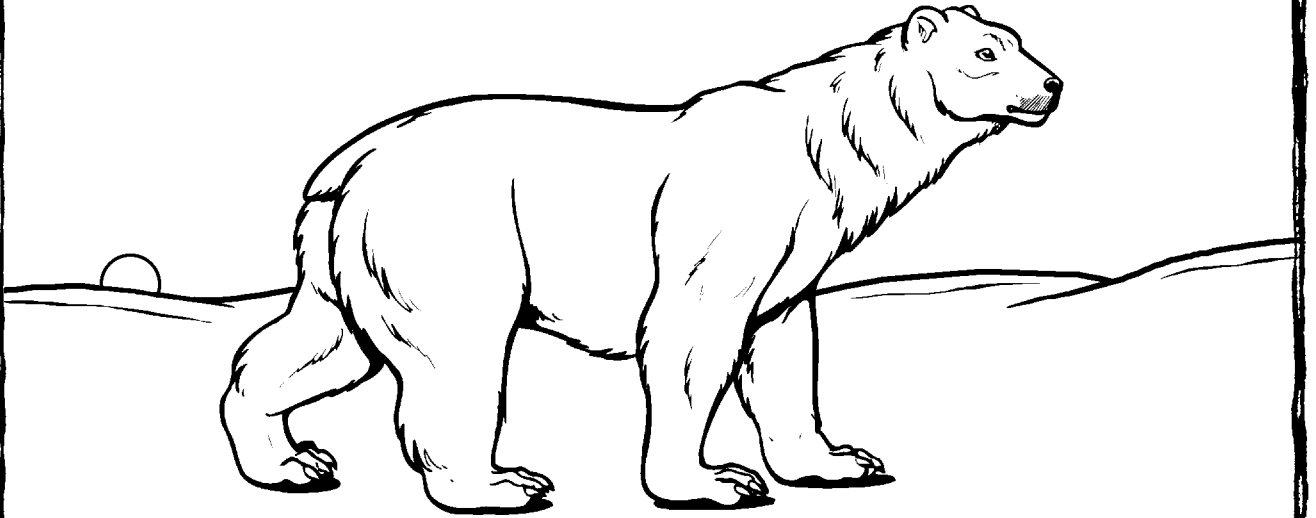




INSTRUCTIONS: Identify each picture with students. Have them write the words from the word box that name the pictures on the lines below. Then have students circle the letter in each word that stands for the /k/ sound.

LEVELED READER • C

What Is at the Zoo?

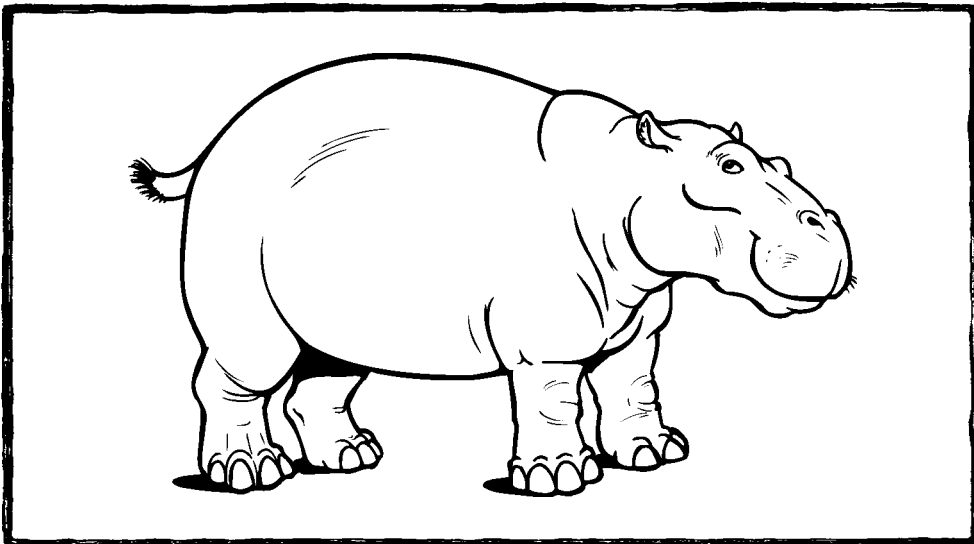


Written by Katie Knight • Illustrated by Paula Schricker

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What Is at the Zoo?

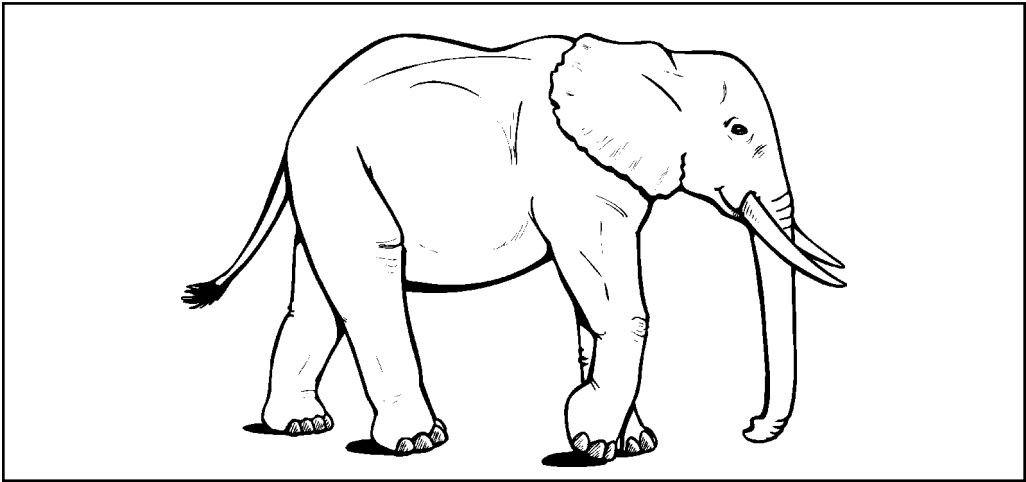
A Reading A-Z Level C Leveled Reader • Word Count: 76




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What Is at the Zoo?



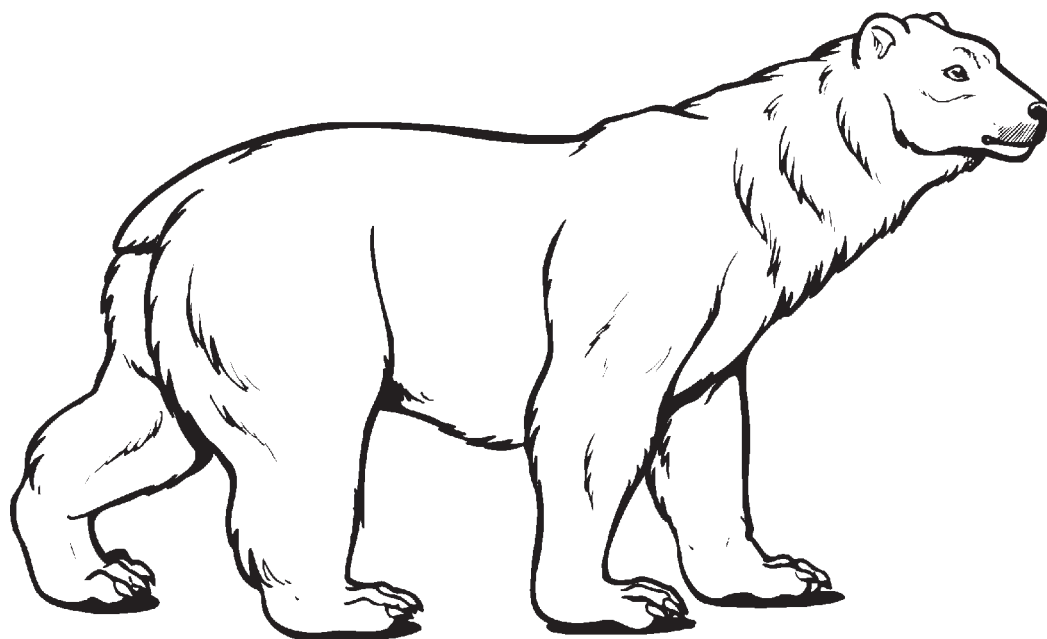
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LEVEL C	
Fountas & Pinnell	C
Reading Recovery	3-4
DRA	3

Correlation

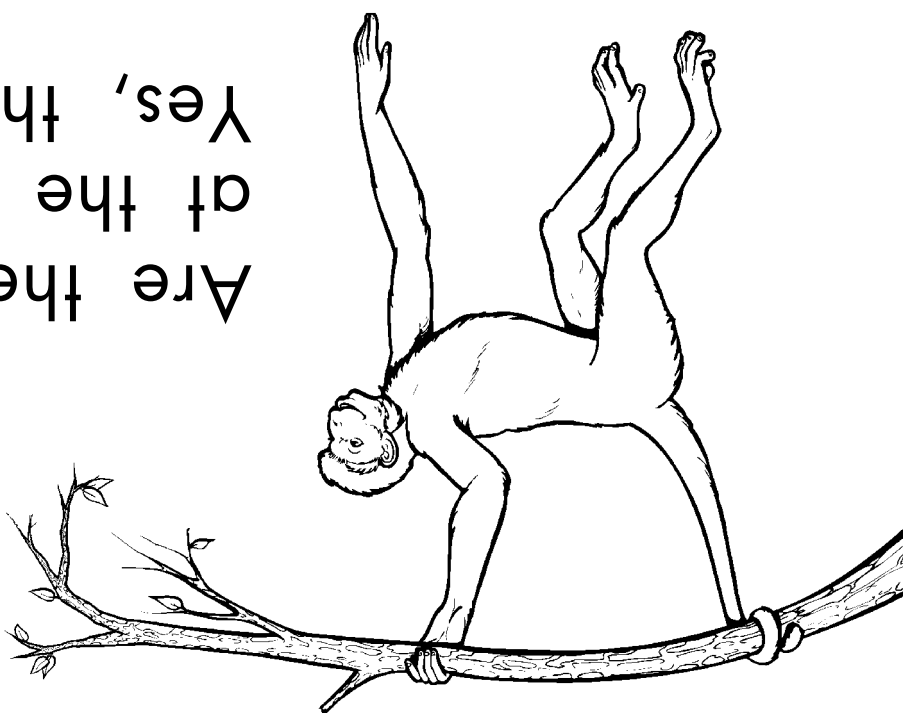
What Is at the Zoo?
Level C leveled Reader
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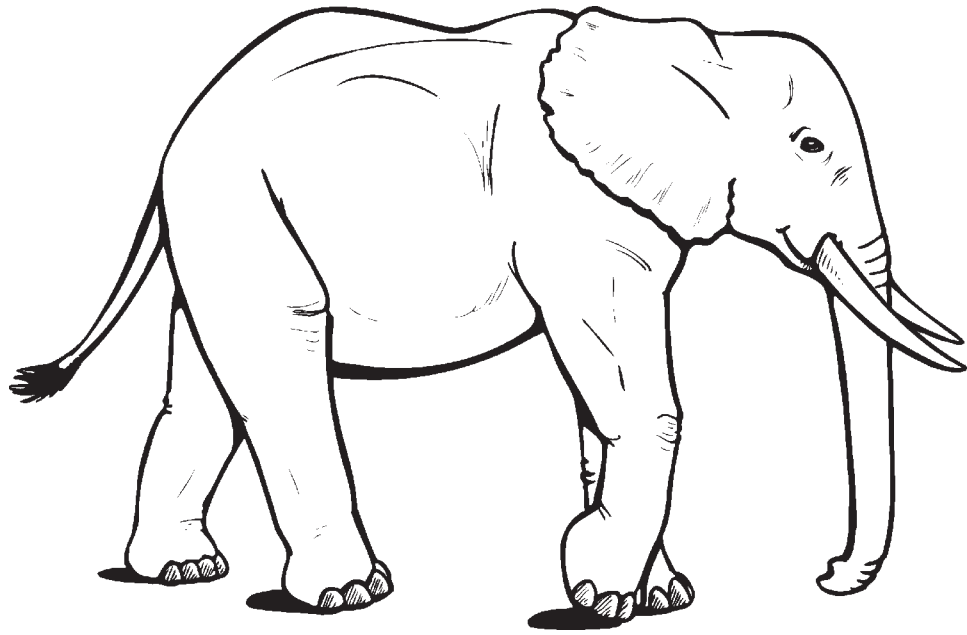
Are there bears at the zoo?
Yes, there are.

3

4

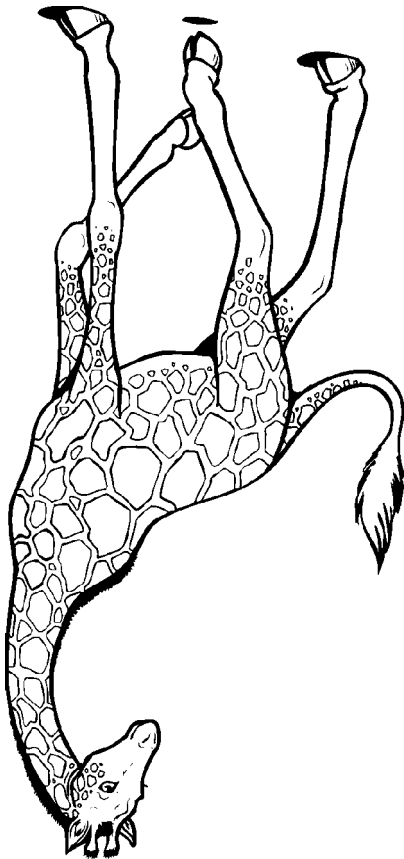


Are there monkeys
at the zoo?
Yes, there are.



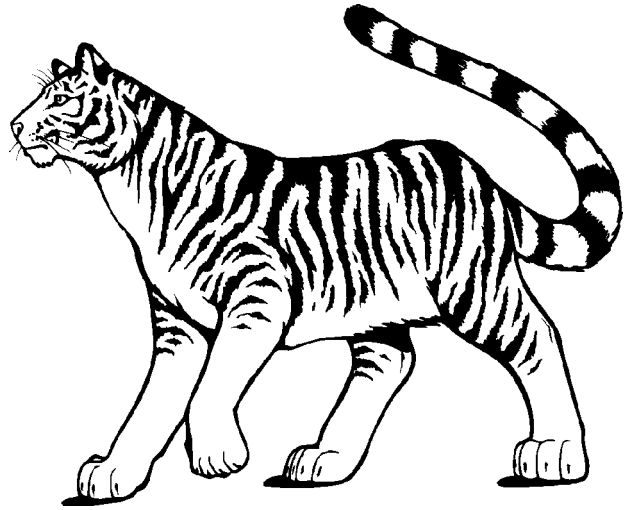
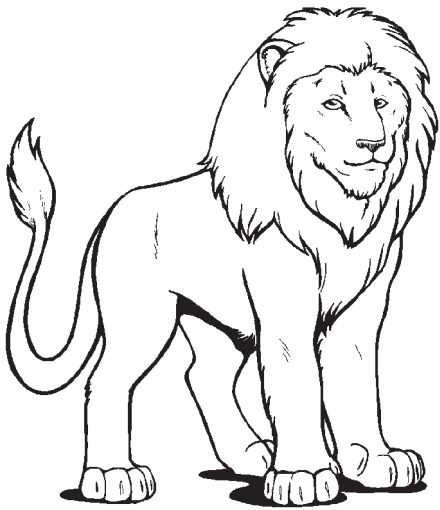
Are there elephants at the zoo?
Yes, there are.

5



Are there giraffes
at the zoo?
Yes, there are.

9

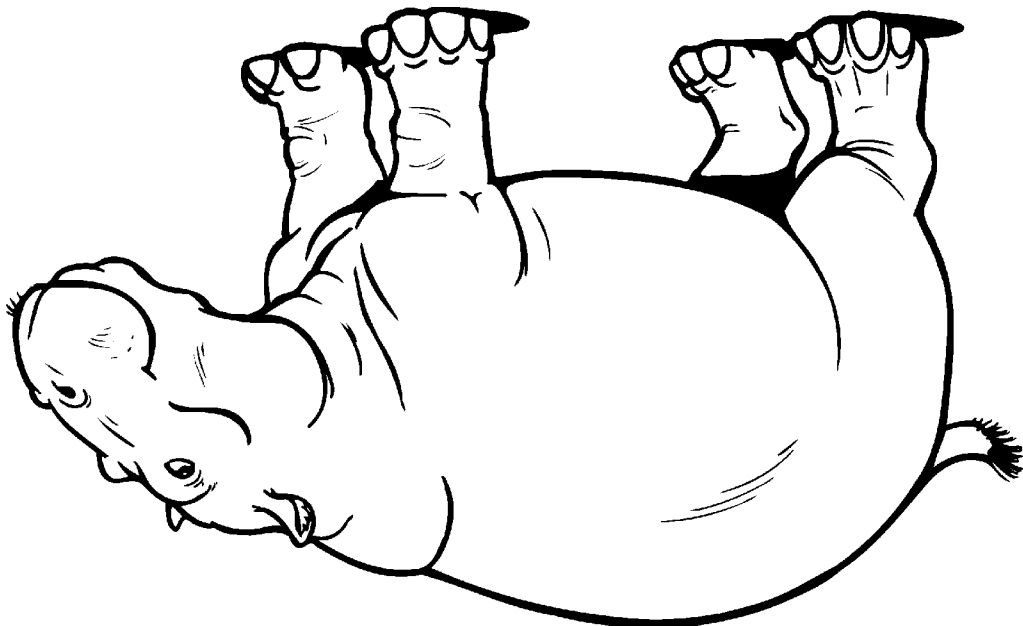


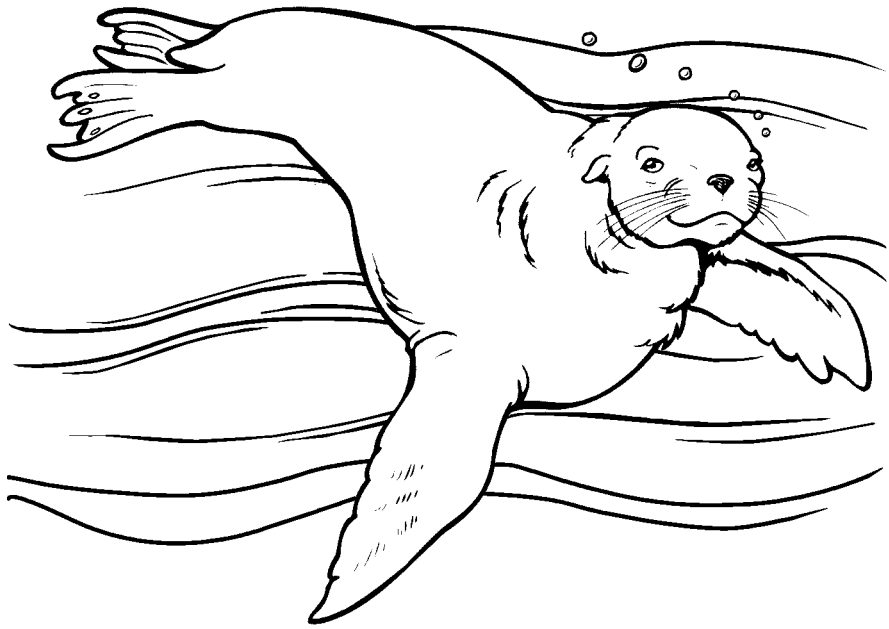
Are there lions and tigers
at the zoo?
Yes, there are.

7

Are there hippos at the zoo?
Yes, there are.

8



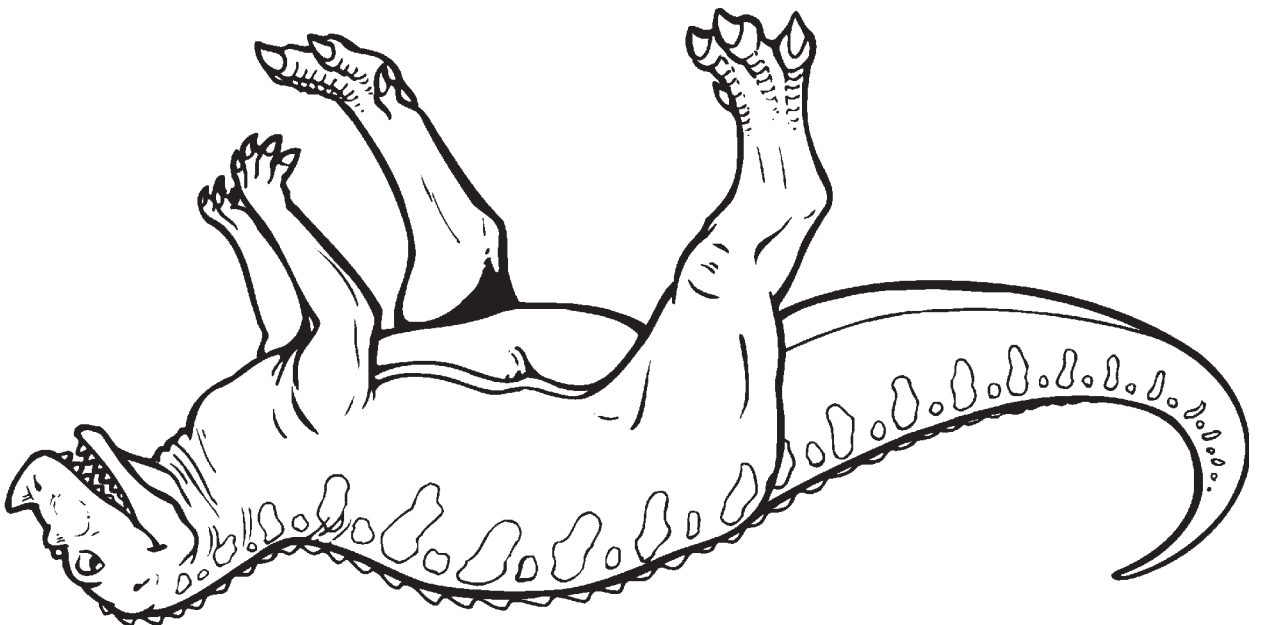


Are there sea lions at the zoo?
Yes, there are.

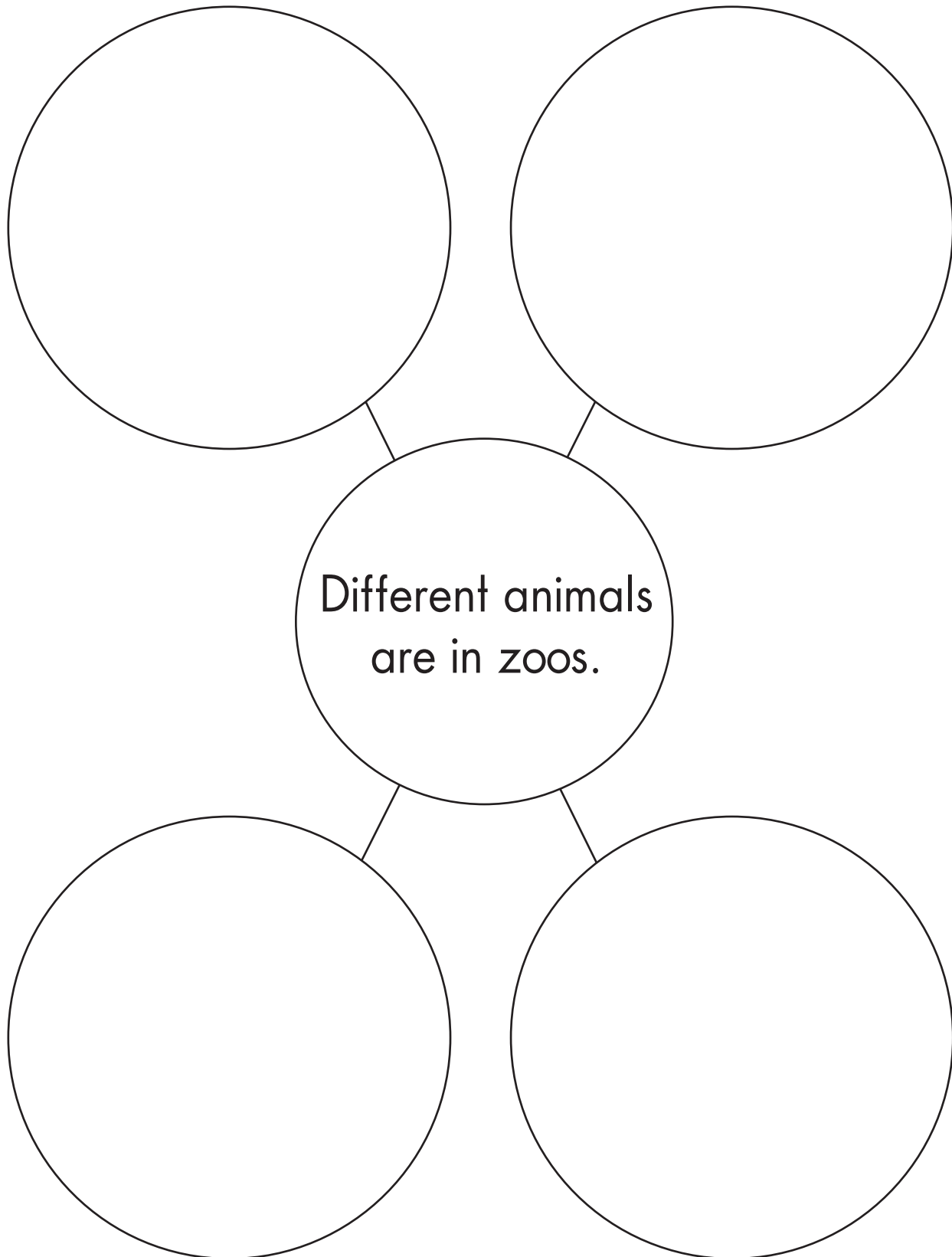
9

Are there dinosaurs at the zoo?
No, there are not.

10



Name _____



INSTRUCTIONS: Read the main idea with students. Have them draw and label animals that can be found at the zoo.

Name _____

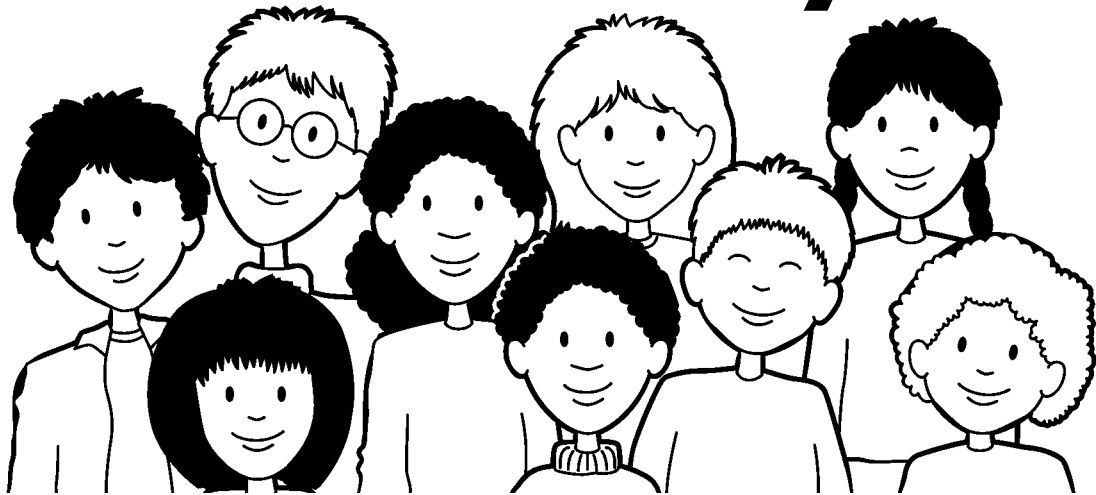
1. What is at the zoo —
2. Where are the bears —
3. He is sad —
4. I like cats —
5. Are you big —
6. Here is my dog —
7. I see him —
8. When are you going —
9. Can I go too —
10. Put the book on the desk —



INSTRUCTIONS: Read each sentence with students. Have them write a period or question mark at the end to complete each sentence.

LEVELED READER • C

How Many?



Written by Katie Knight • Illustrated by Signe Nordin

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How Many?

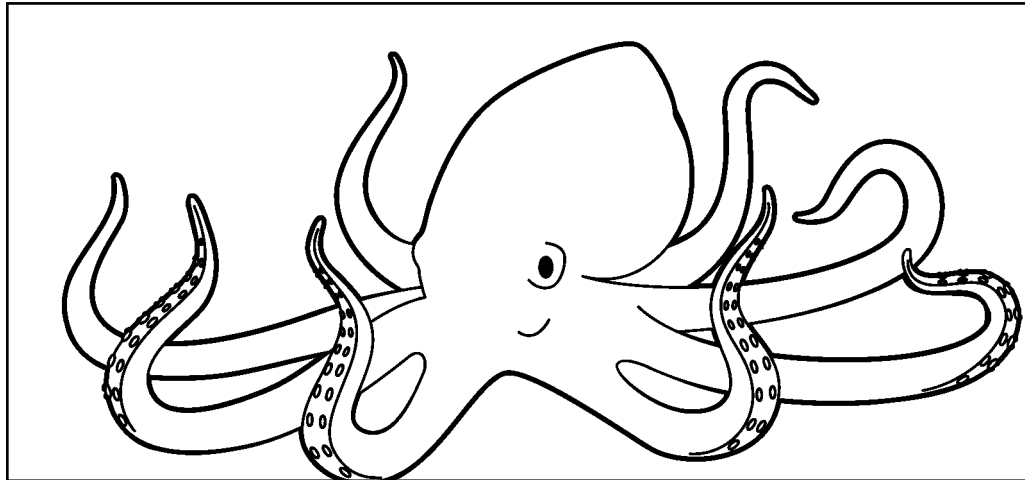
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How Many?



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Correlation	
LEVEL C	
Fountas & Pinnell	C
Reading Recovery	3-4
DRA	3

How Many?
Level C leveled Reader
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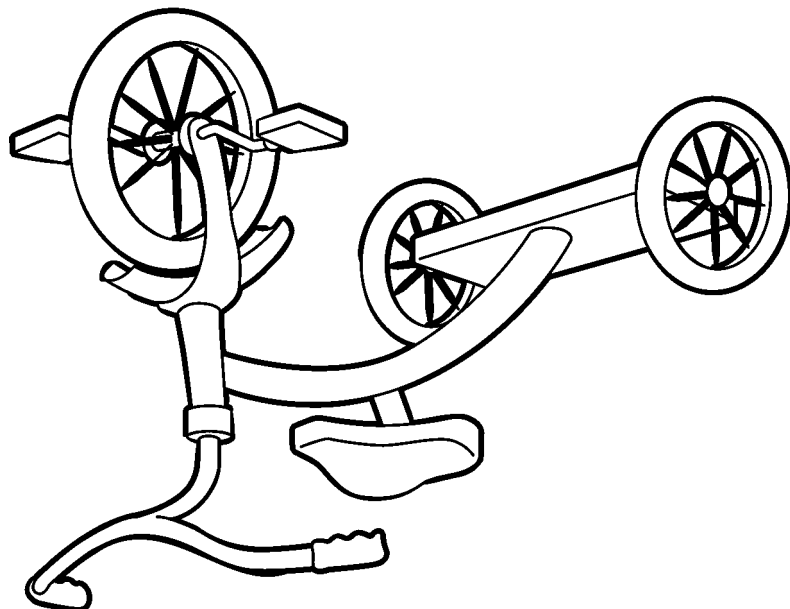


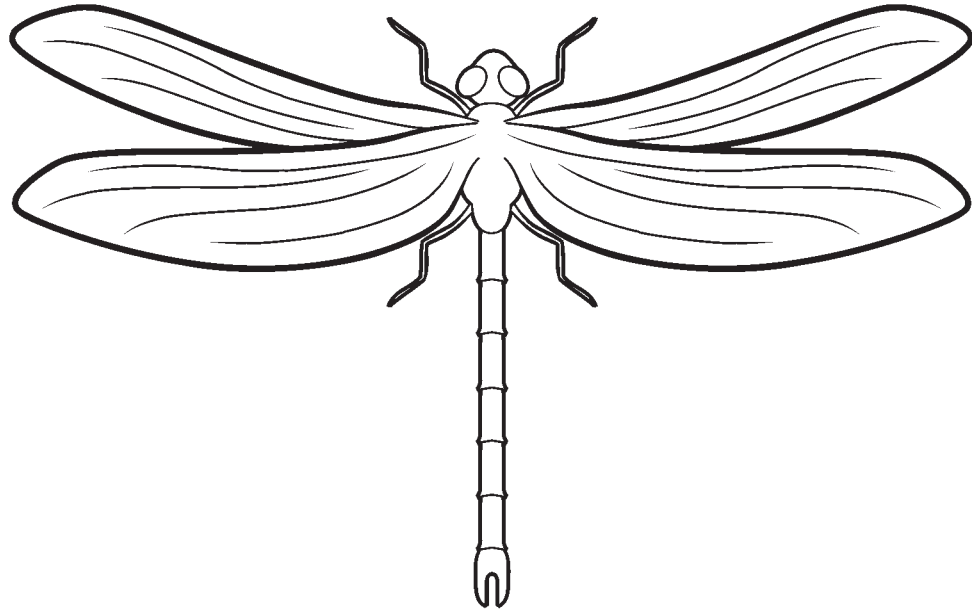
How many eyes do you see?
I see two.

3

How many wheels do you see?
I see three.

4



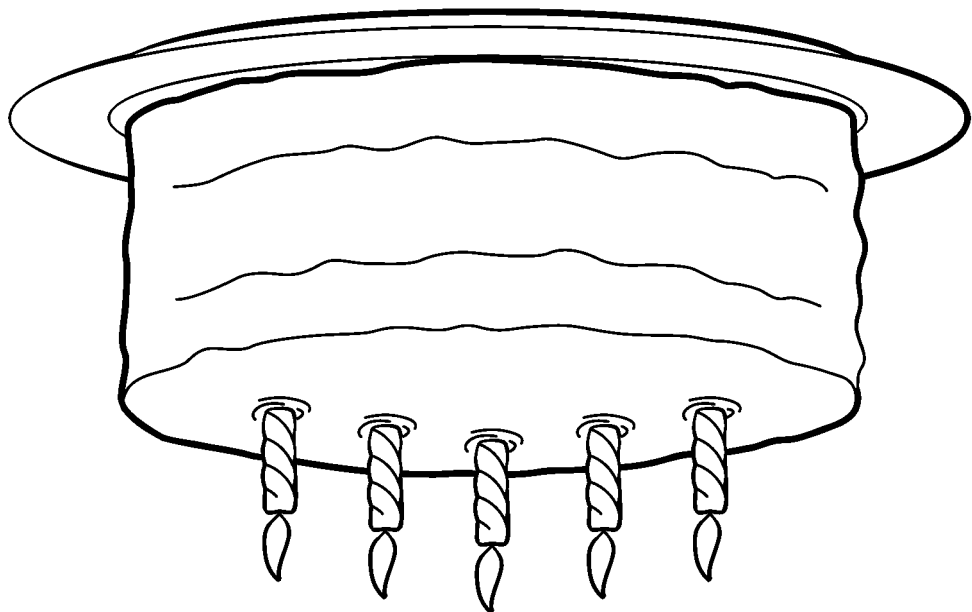


How many wings do you see?
I see four.

5

How many candles do you see?
I see five.

6



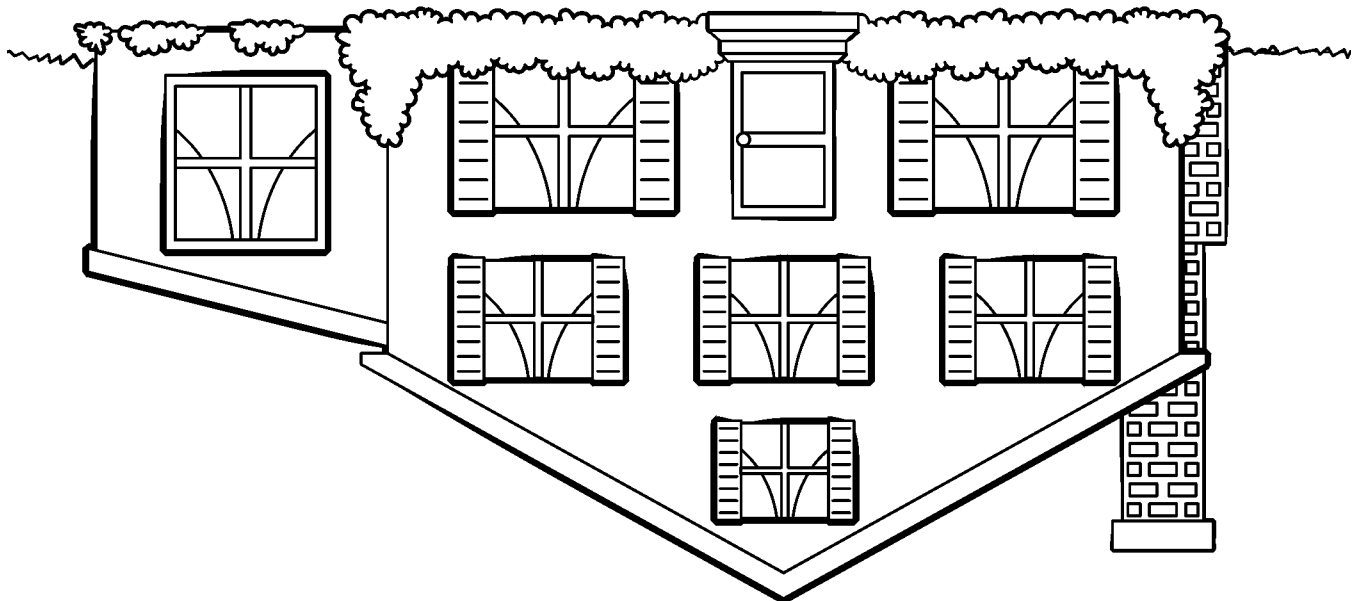


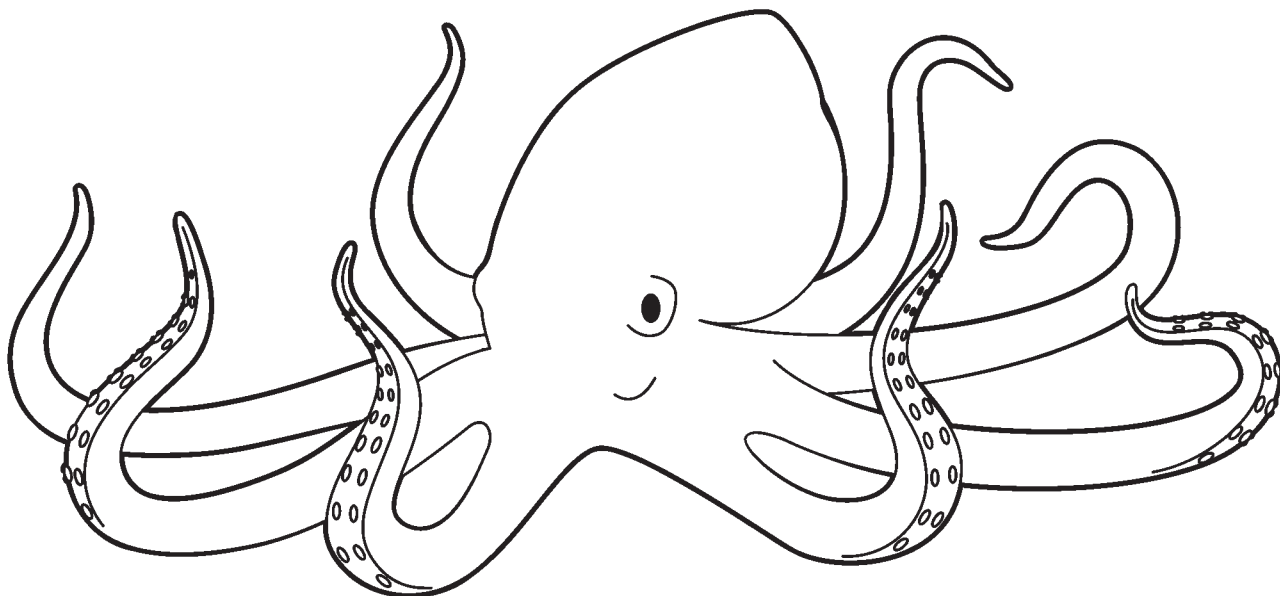
How many kites do you see?
I see six.

7

How many windows do you see?
I see seven.

8



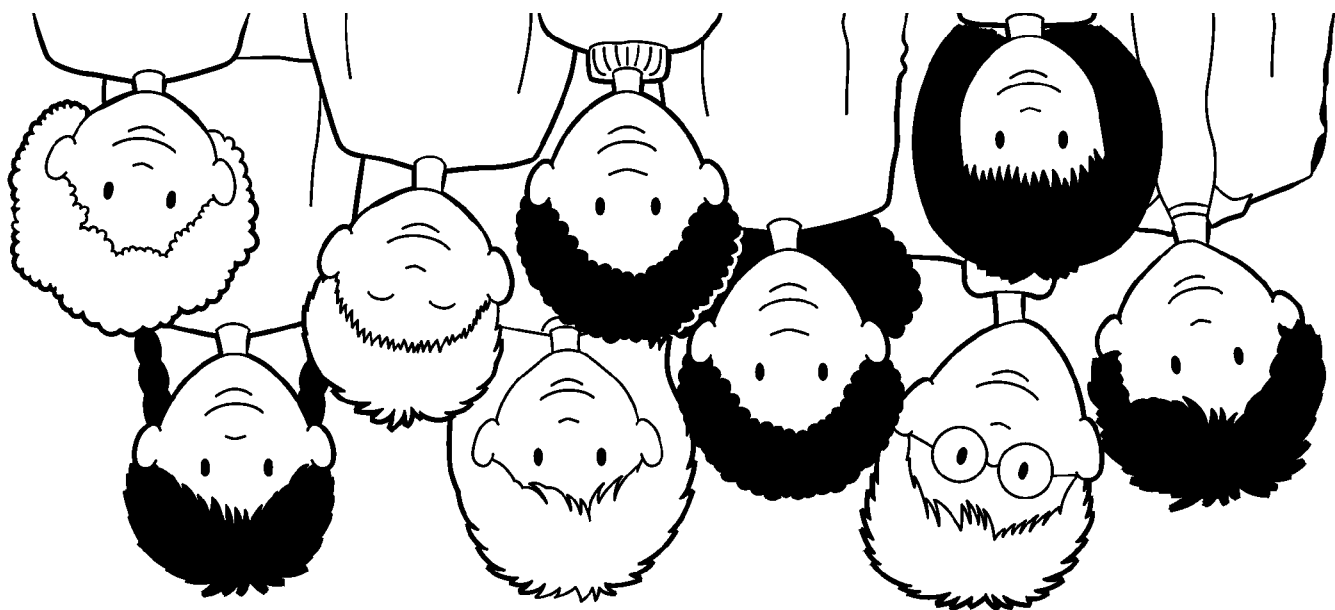


How many arms do you see?
I see eight.

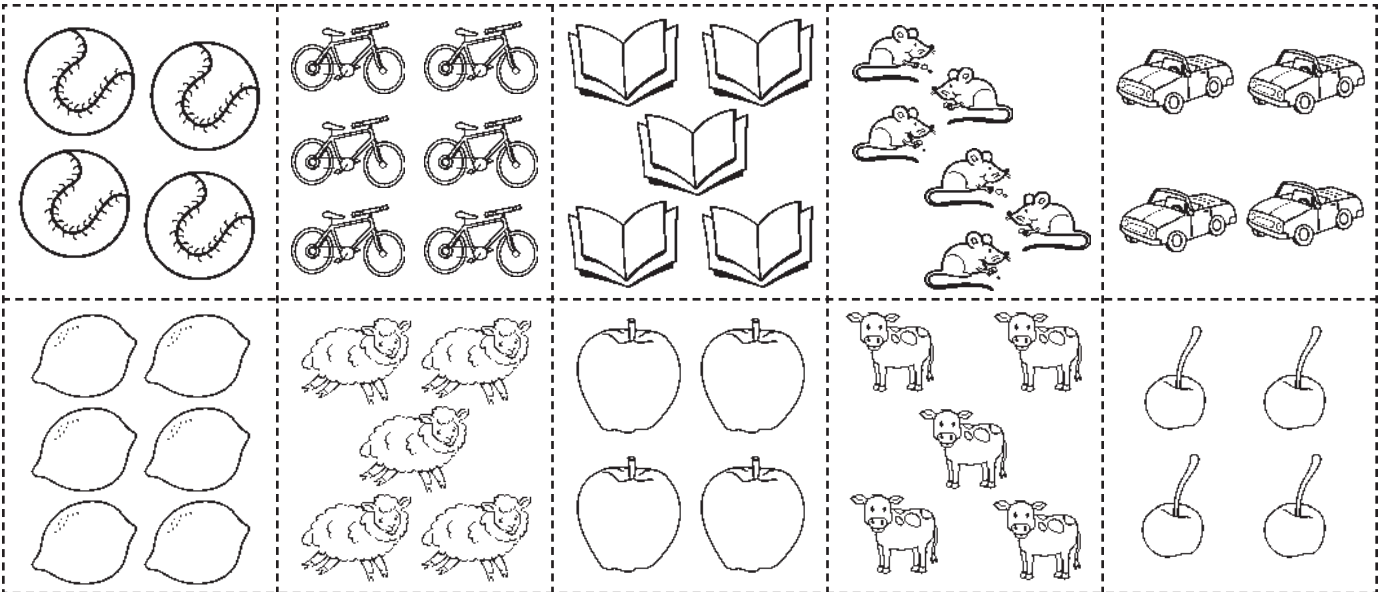
9

How many smiles do you see?
I see nine.

10

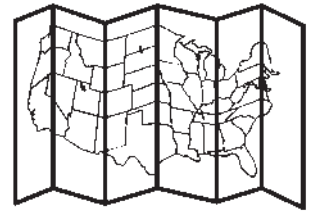
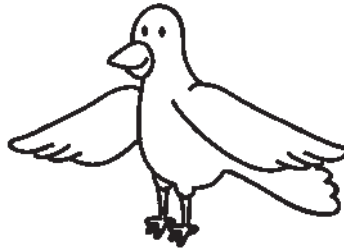
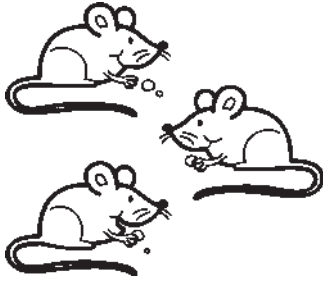


Name _____

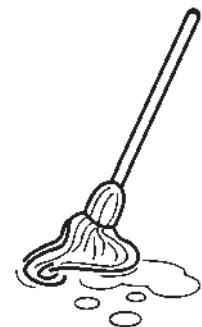
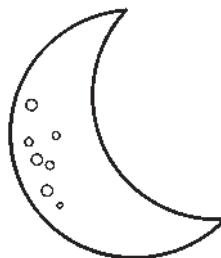


INSTRUCTIONS: Have students cut apart the pictures. Have them sort the pictures into groups using the workmat at the top of the page. Ask students to explain how they sorted the pictures.

Name _____



HOW MANY? • LEVEL C • 2



SKILL: INITIAL CONSONANT Mm

INSTRUCTIONS: Have students trace the letters and say the sound the letter *Mm* stands for. Then identify each picture with students. Have them draw a line from the pictures whose name begins with the /m/ sound to the letter *Mm*.

LEVELED READER • C

Who, Who, Who?

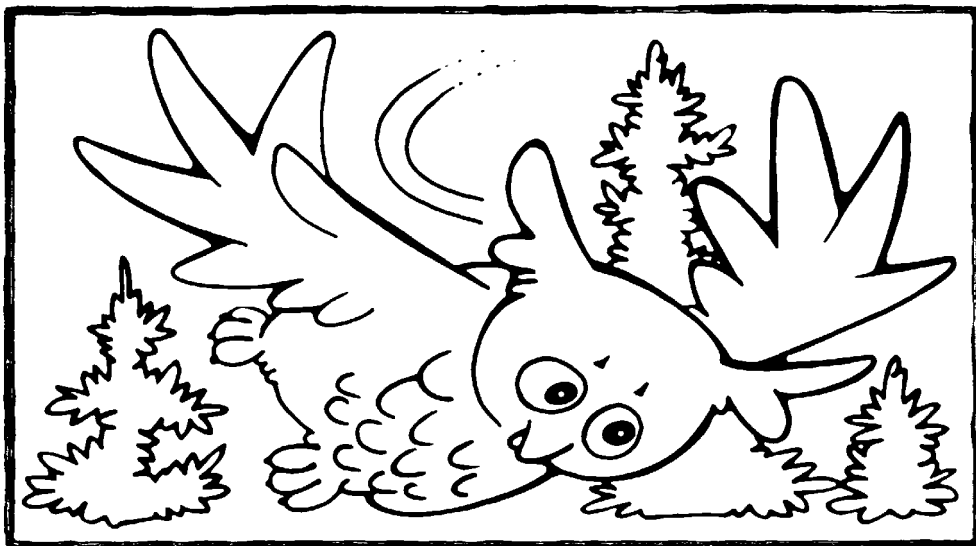


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Who, Who, Who?

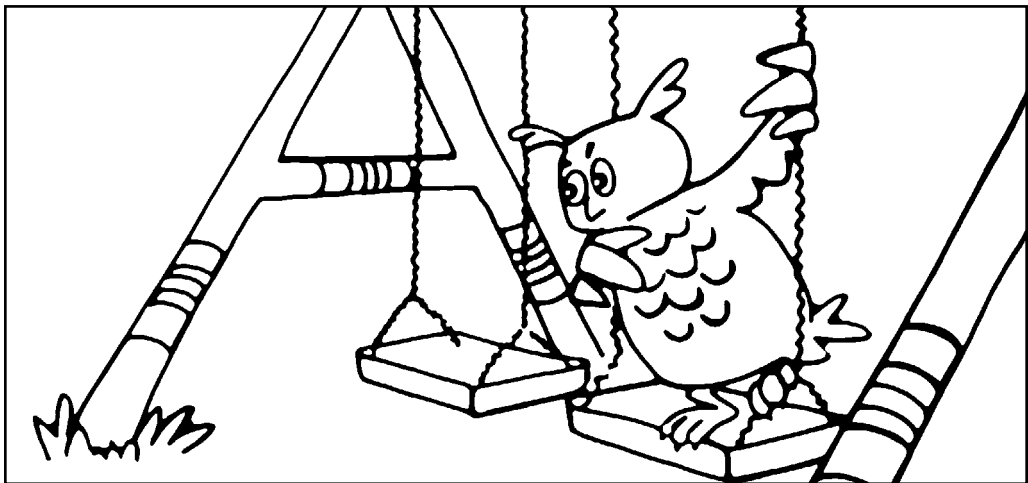
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Who, Who, Who?



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LEVEL C	
Fountas & Pinnell	C
Reading Recovery	3-4
DRA	3

Correlation

Who, Who, Who?
Level C Leveled Reader
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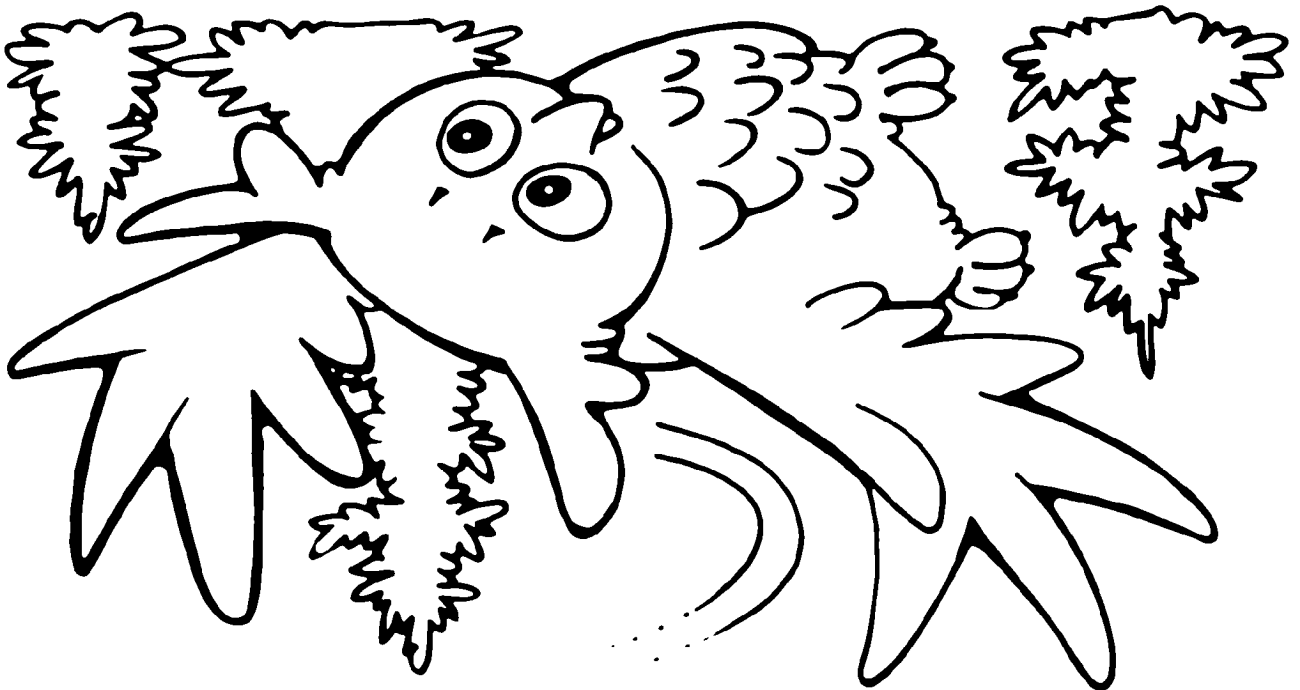


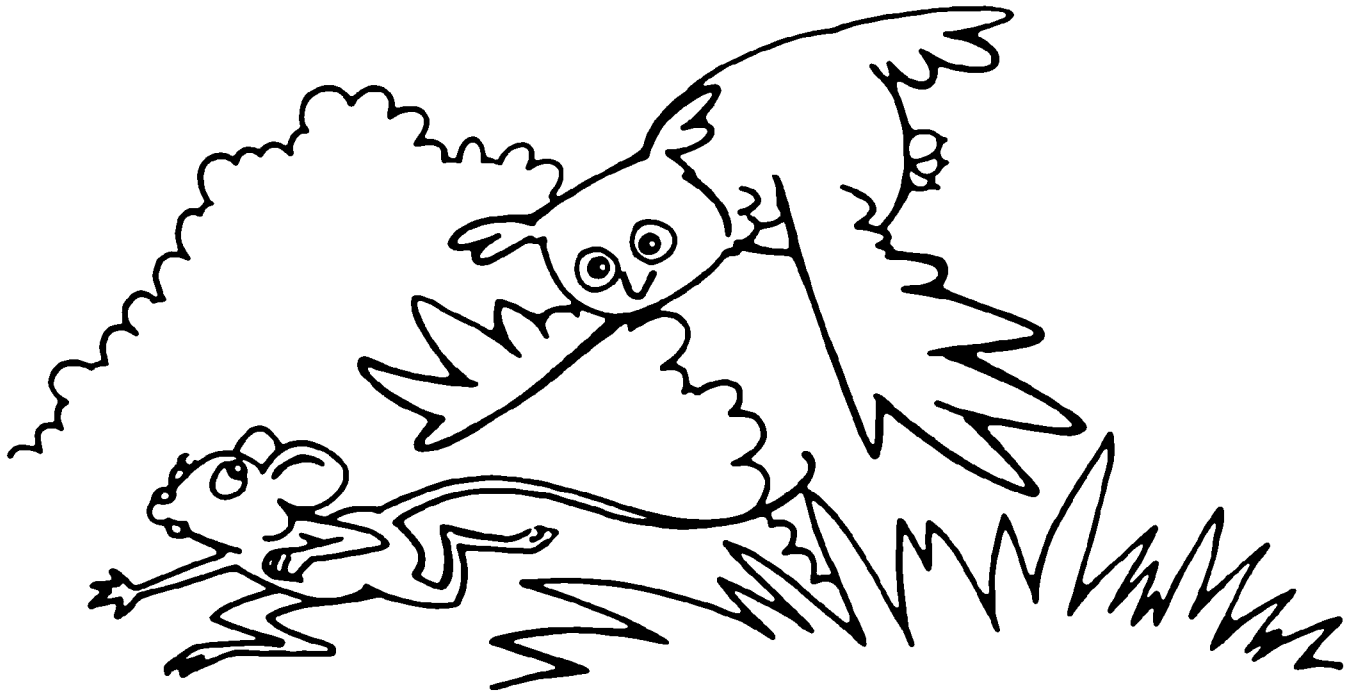
"Who?" said the little owl.

3

"Who wants to fly with me?"

4



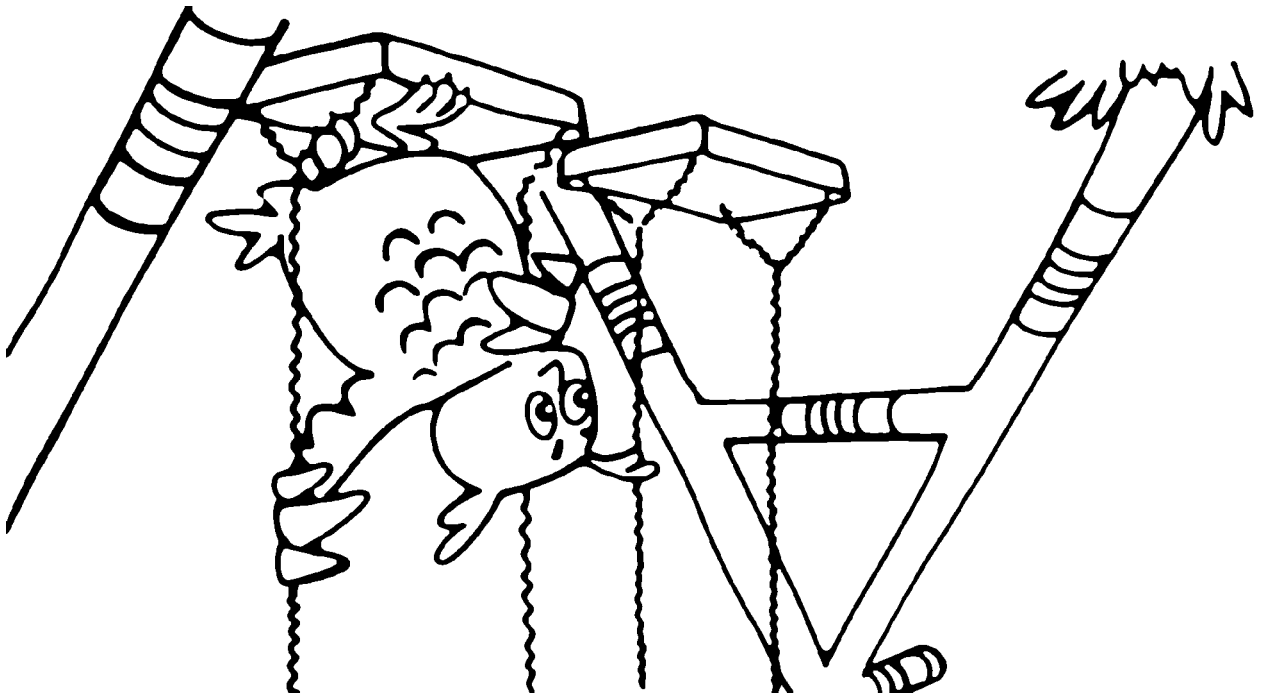


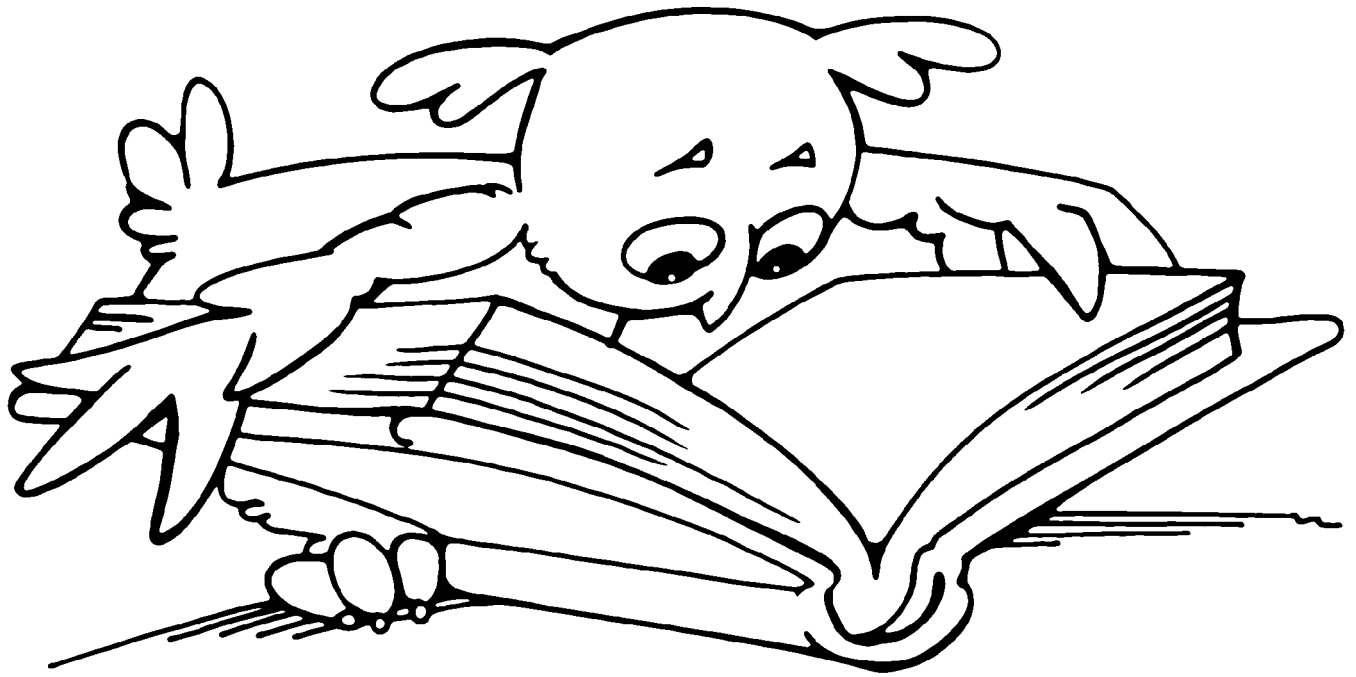
"Who wants to hunt with me?"

5

"Who wants to play with me?"

9



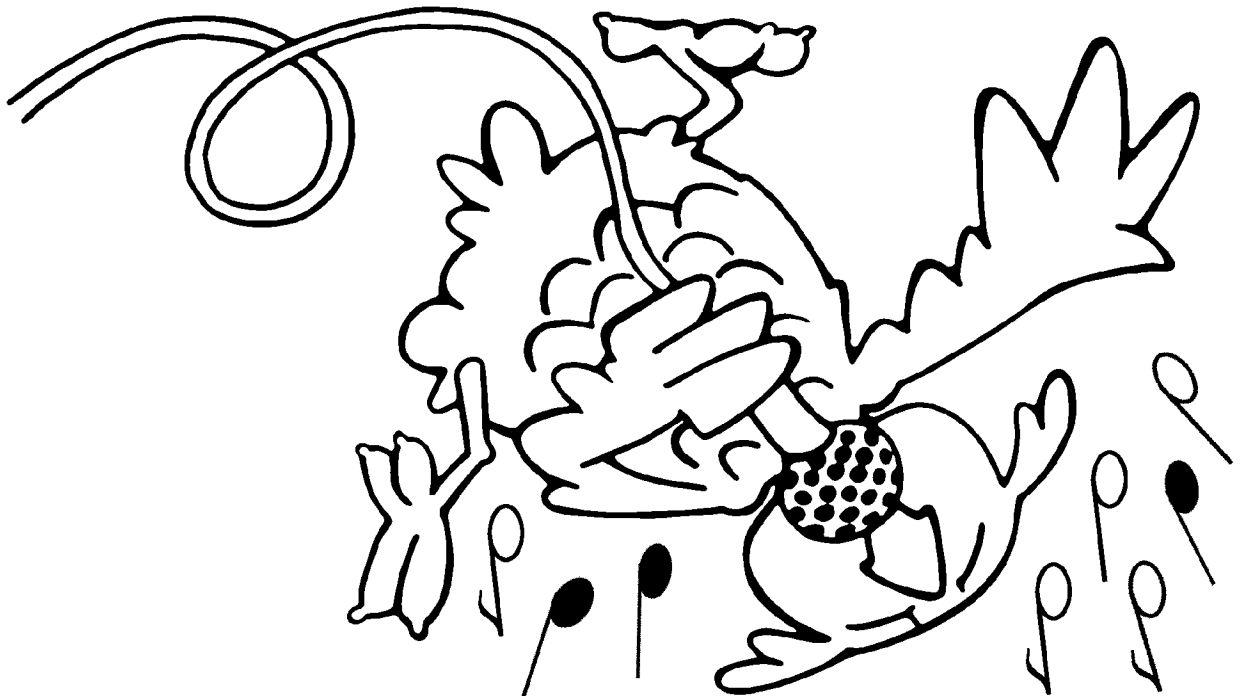


"Who wants to read with me?"

7

"Who wants to sing with me?"

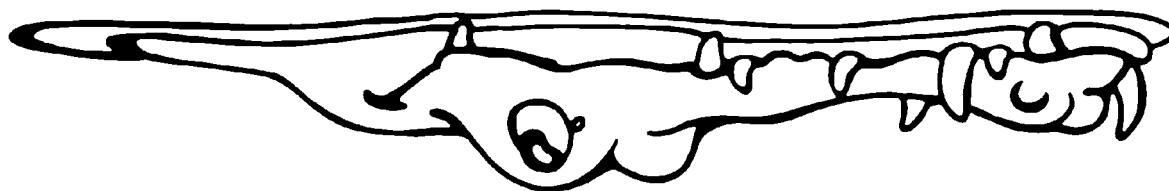
8





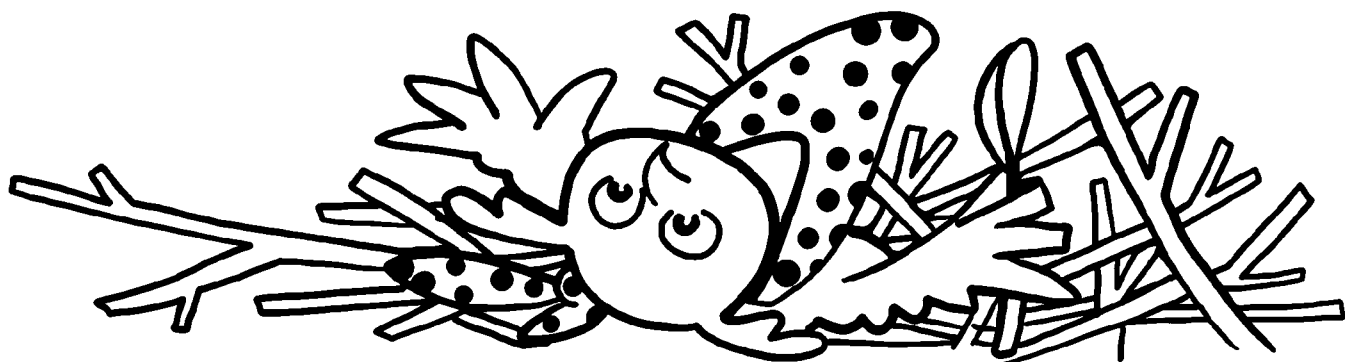
"Who wants to eat with me?"

9



01

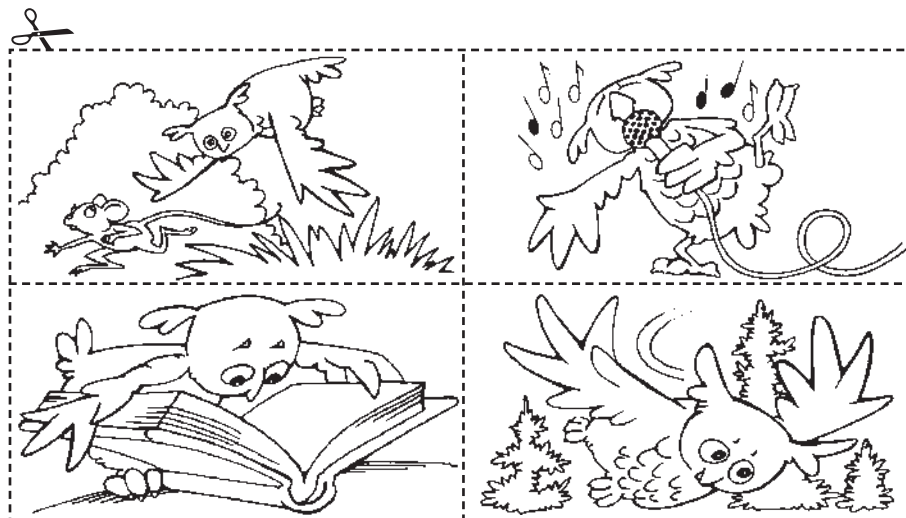
"I do," said the big alligator.
"No way," said the little owl.



Name _____

Real owls can...	Real owls cannot...

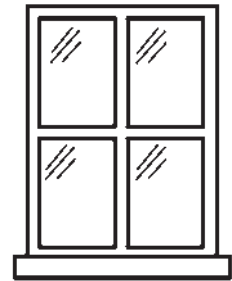
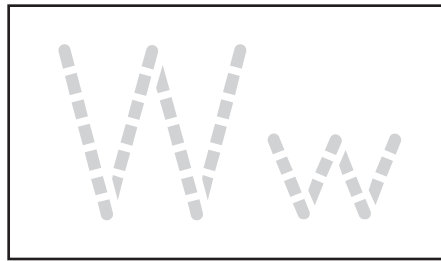
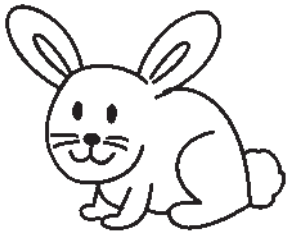
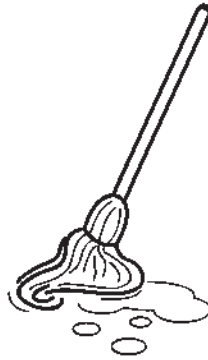
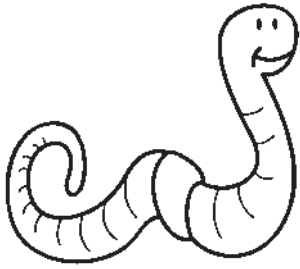
WHO, WHO, WHO? • LEVEL C • 1



SKILL: REALITY AND FANTASY

INSTRUCTIONS: Have students cut apart the pictures. Have them paste the pictures that show something real owls can do in the first column and the pictures that show something real owls cannot do in the second column. After they have pasted the pictures in the appropriate columns, have them draw one more thing that real owls can do and one thing that real owls cannot do.

Name _____



INSTRUCTIONS: Have students trace the letters and say the sound the letter Ww stands for. Then identify each picture with students. Have them draw a line from the pictures whose name begins with the /w/ sound to the letter Ww.

LEVELED READER • C

When Is Nighttime?

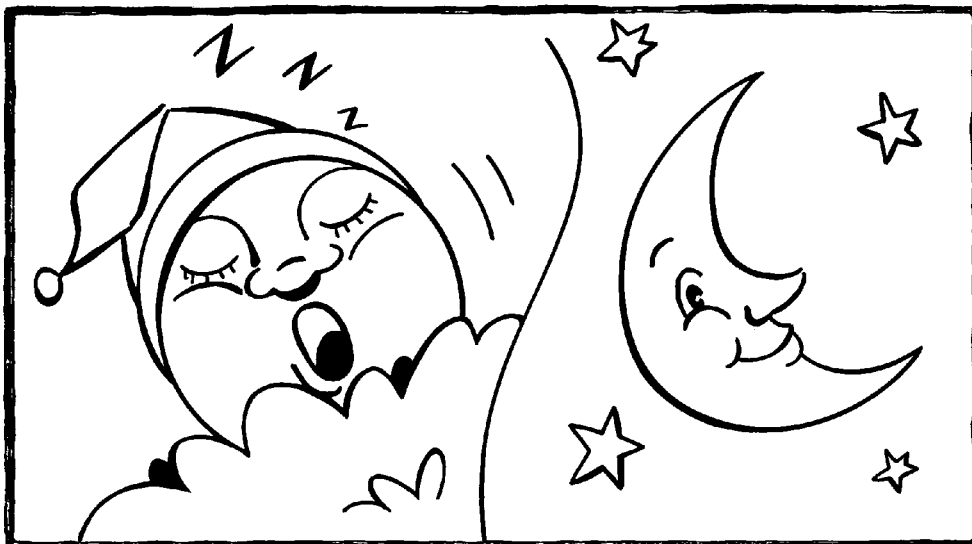


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When Is Nighttime?

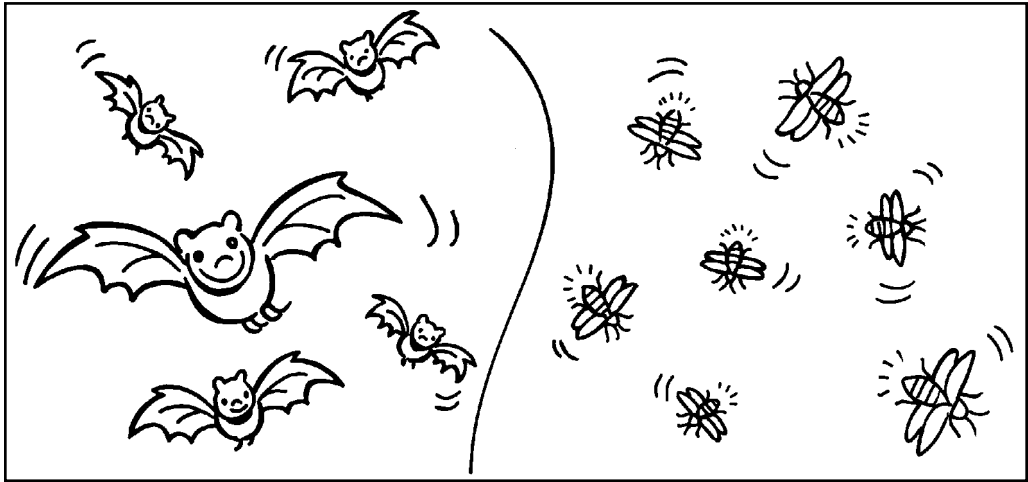
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When Is Nighttime?



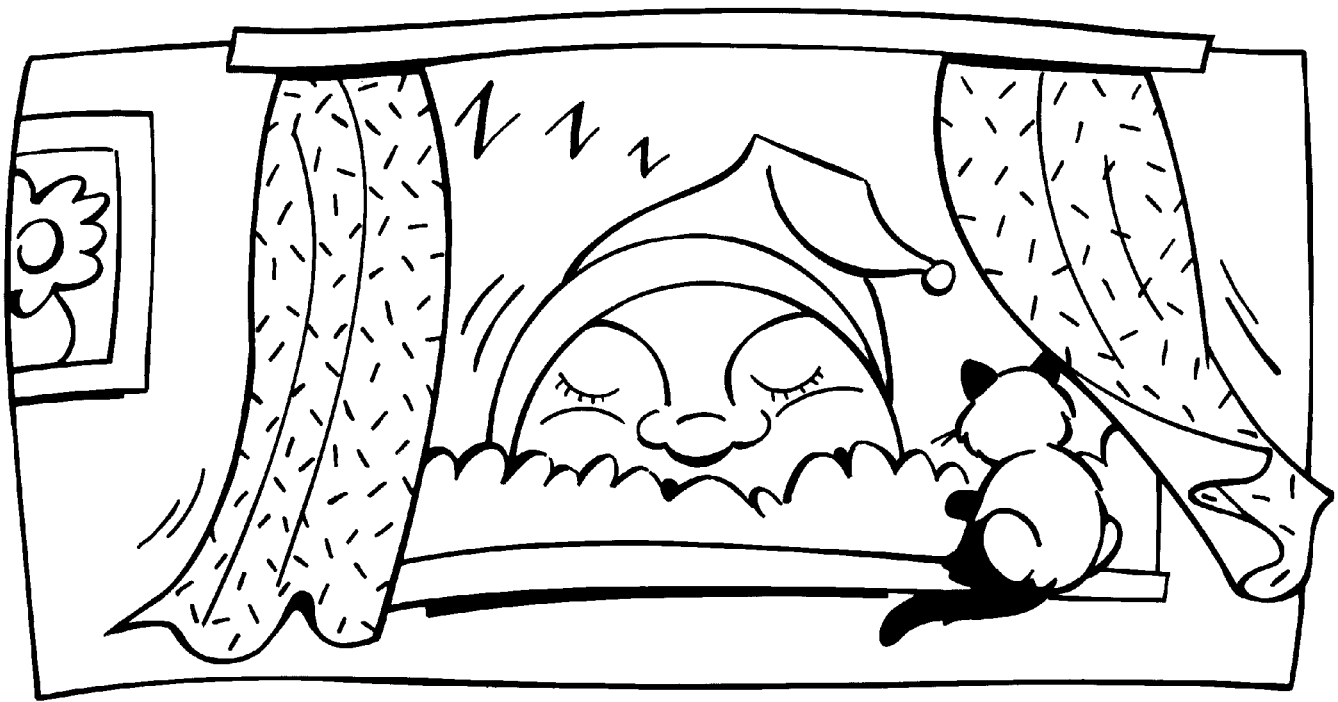
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3	DRA
3-4	Reading Recovery
C	Fountas & Pinnell

LEVEL C
Correlation

When Is Nighttime?
Level C leveled Reader
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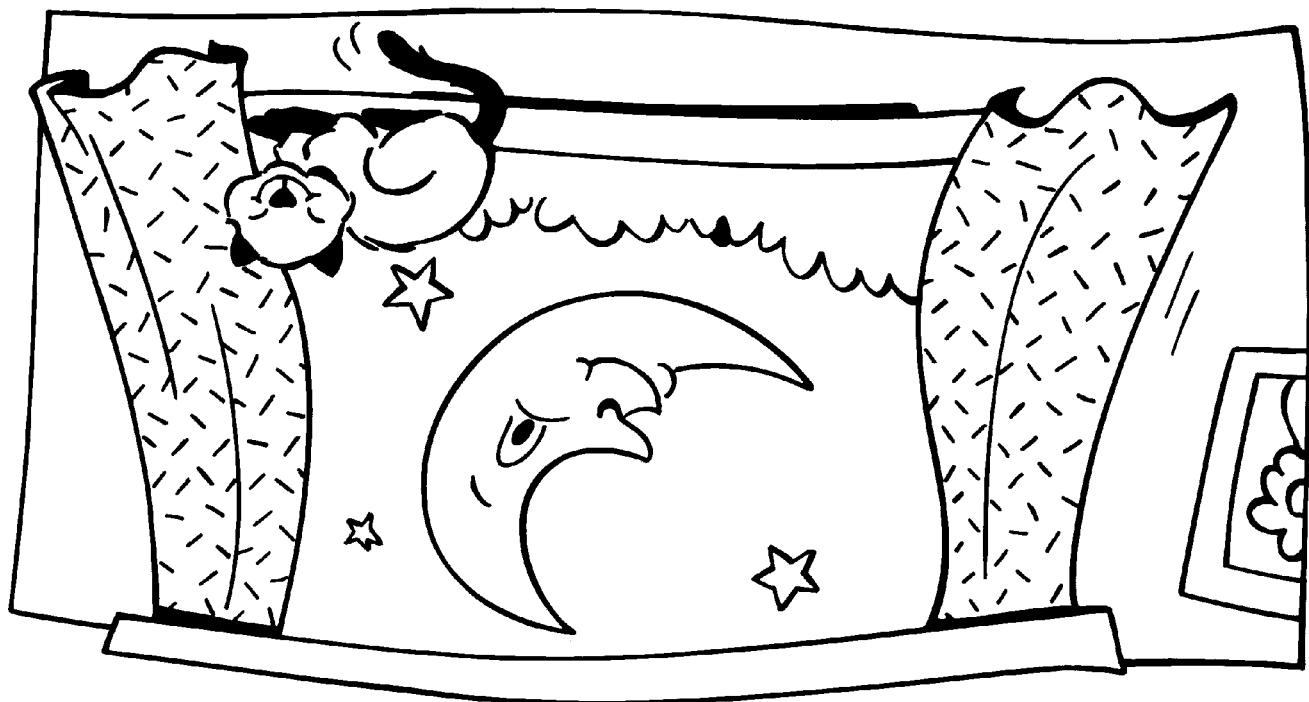


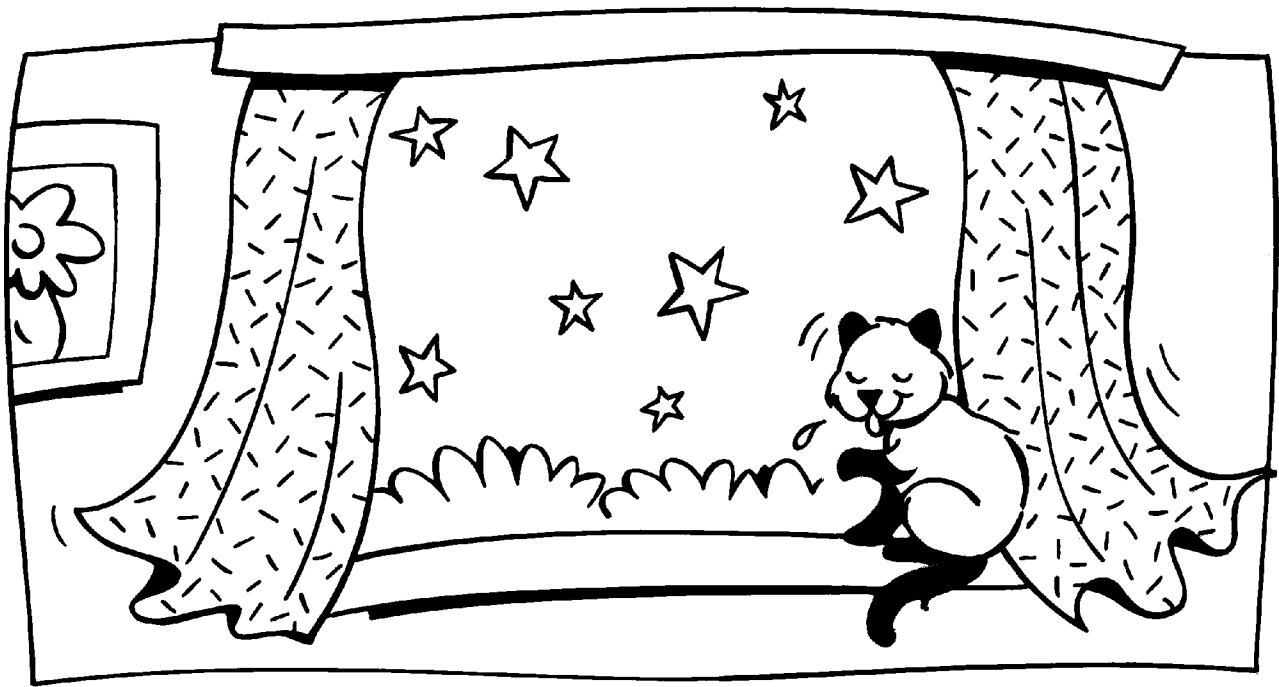
Nighttime is when the sun sets.

3

Nighttime is when the moon rises.

4



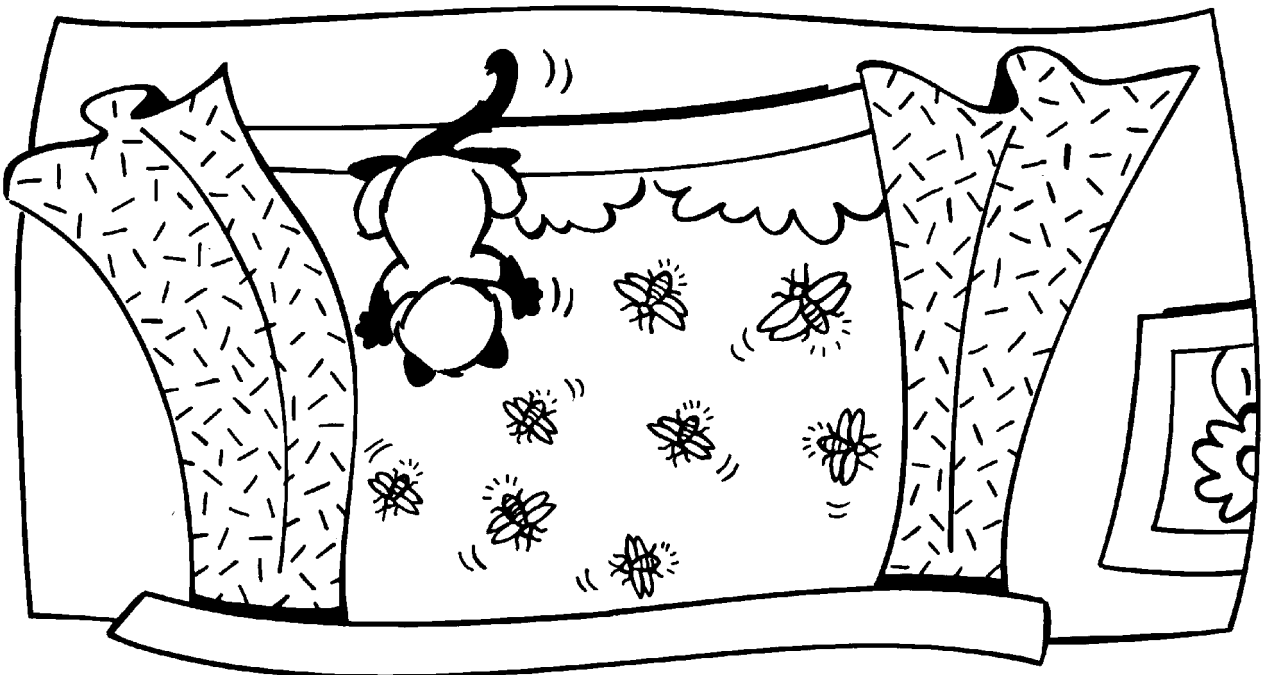


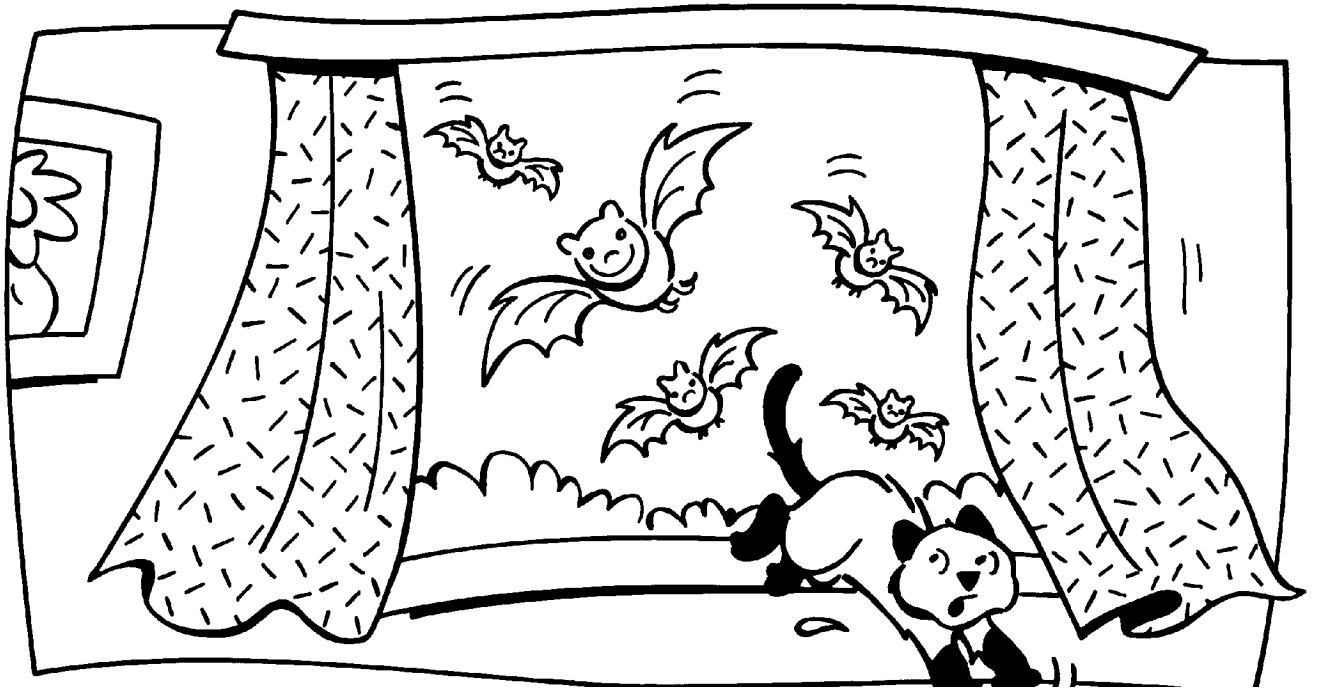
When the stars shine, it is nighttime.

5

Nighttime is when the fireflies blink.

9



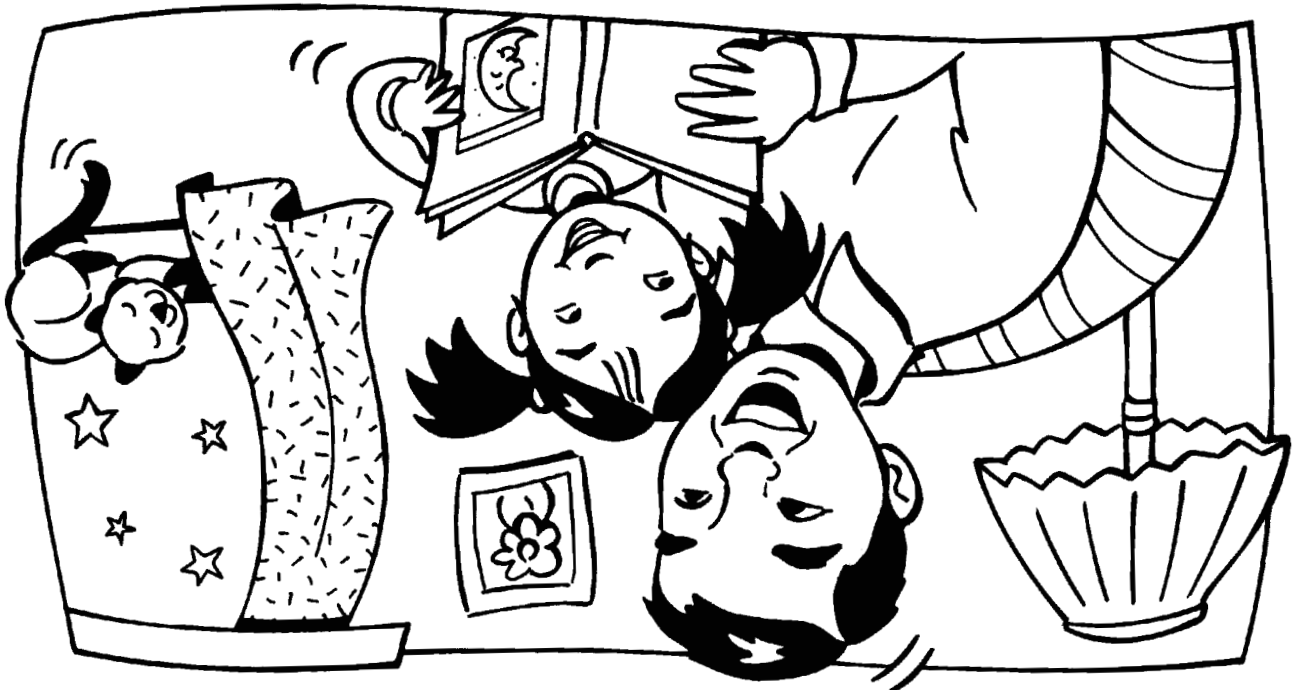


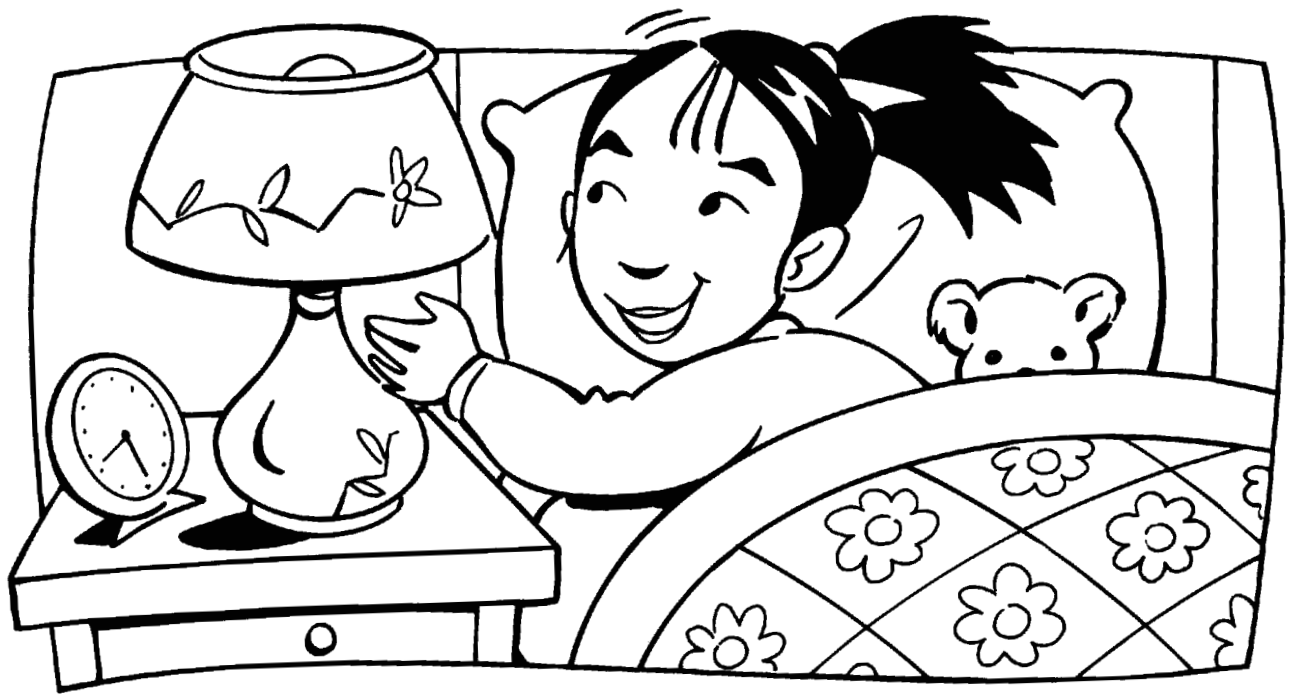
It is nighttime when the bats fly.

7

Nighttime is when Dad reads to me.

8





The lights go out when it is bedtime.

9

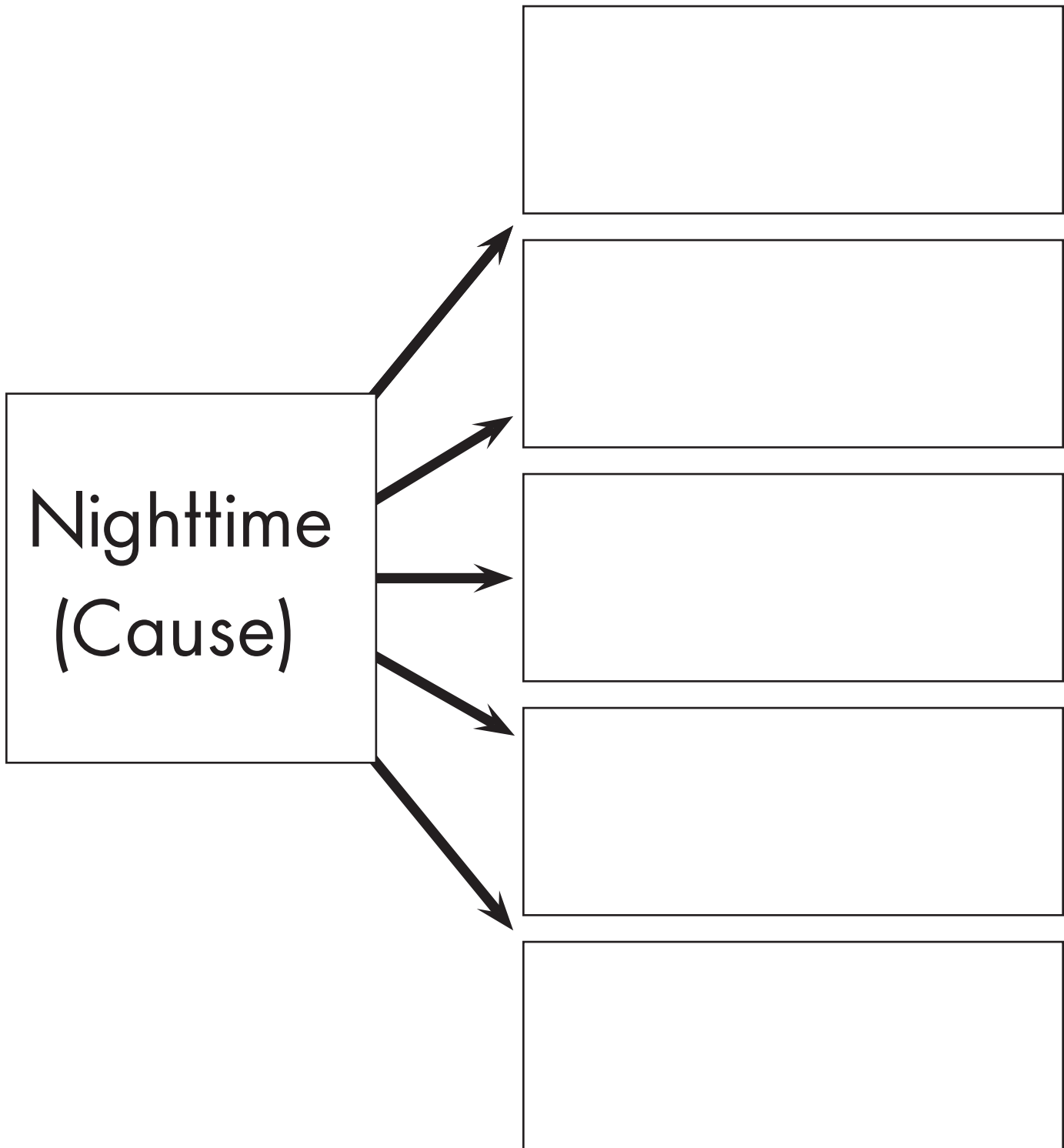
Nighttime is when I go to sleep.

10



Name _____

What happens? (Effect)

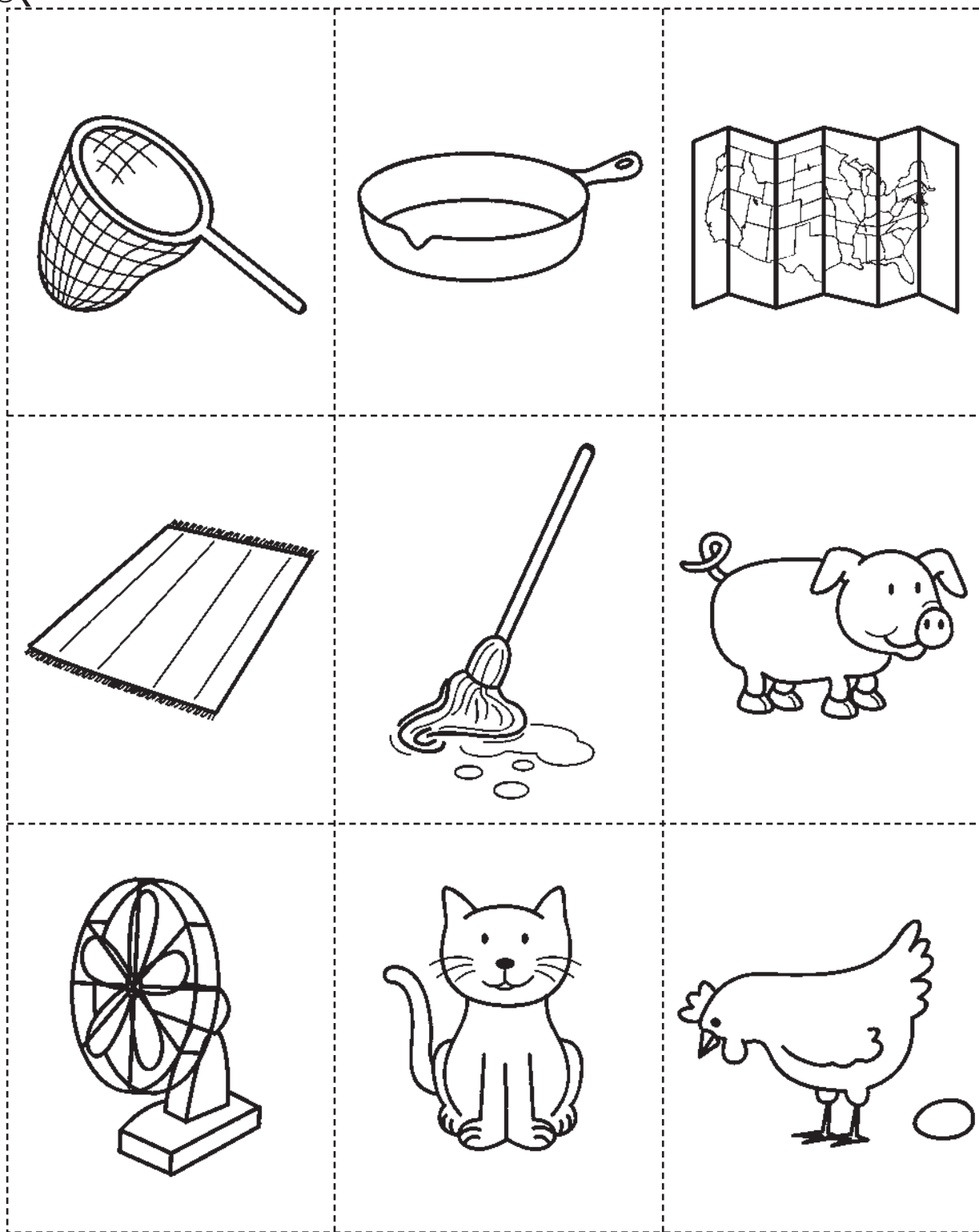


WHEN IS NIGHTTIME? • LEVEL C • 1

SKILL: CAUSE AND EFFECT

INSTRUCTIONS: Have students write or draw in the small boxes on the right at least five things that happen when it is nighttime.

Name _____



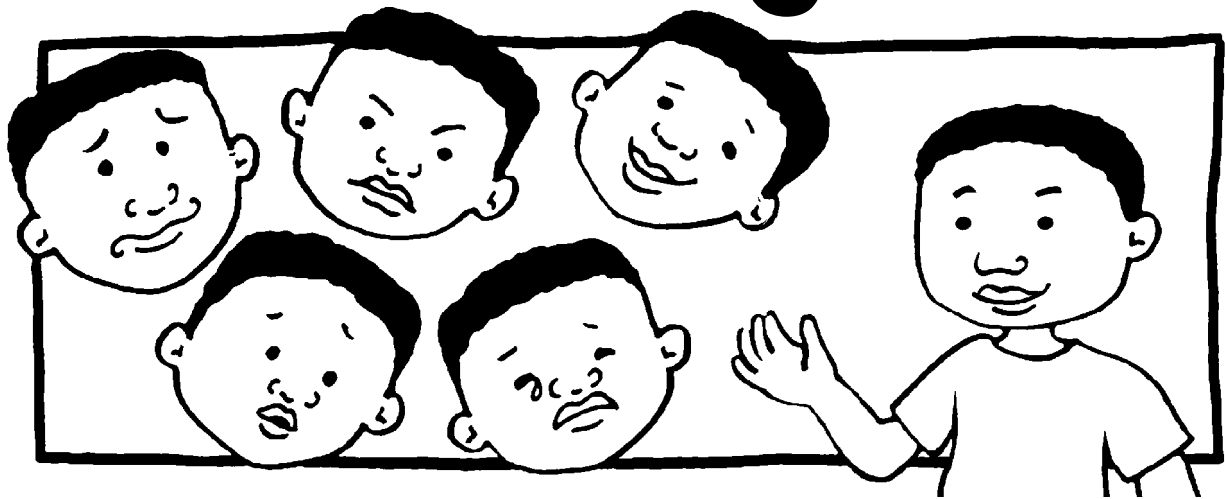
WHEN IS NIGHTTIME? • LEVEL C • 2

SKILL: FINAL SOUNDS

INSTRUCTIONS: Have students name the pictures, cut them out, and sort them into groups according to their ending sound.

LEVELED READER • C

Feelings

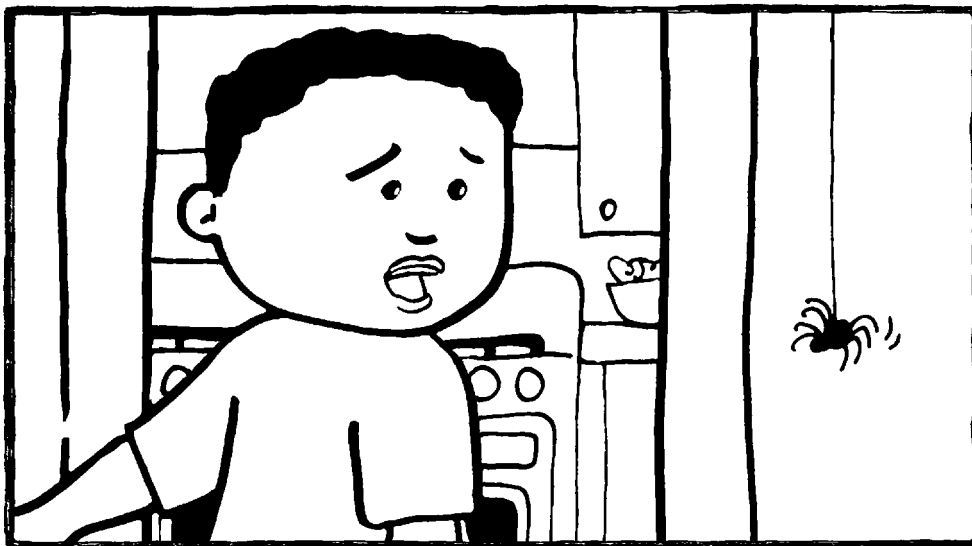


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Feelings

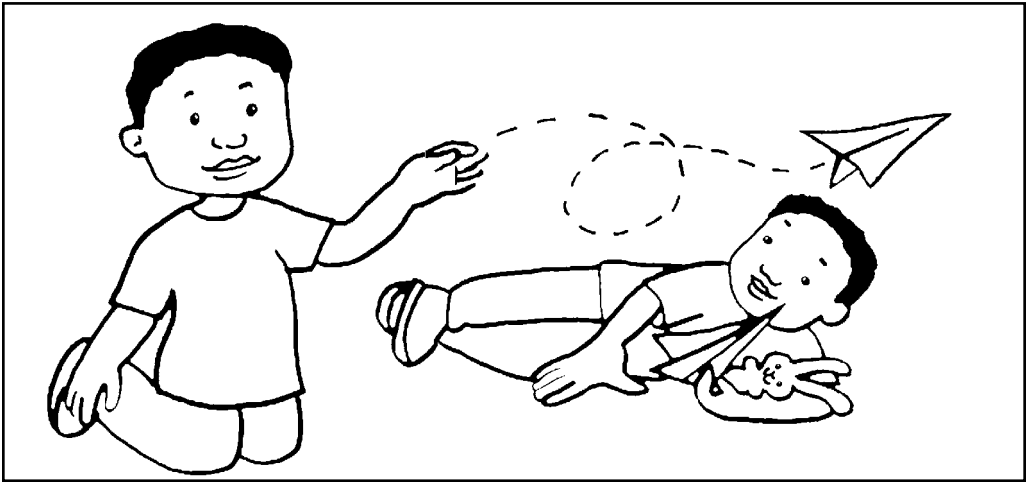
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Feelings



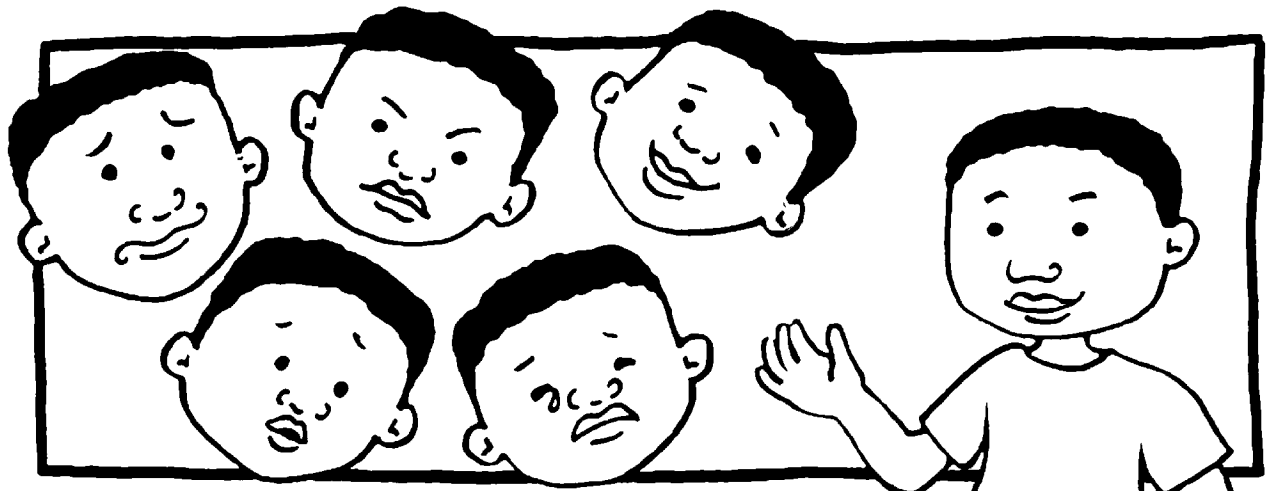
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LEVEL C	
Fountas & Pinnell	C
Reading Recovery	3-4
DRA	3

Correlation

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Level C leveled Reader
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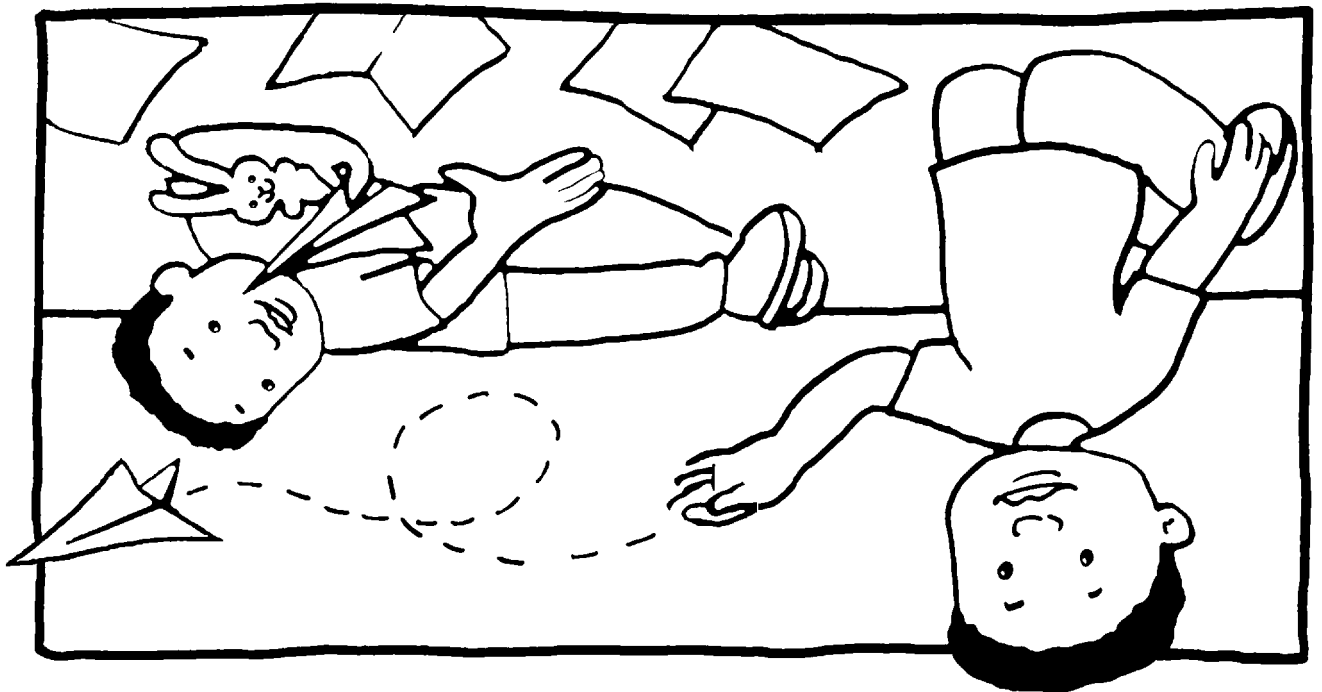


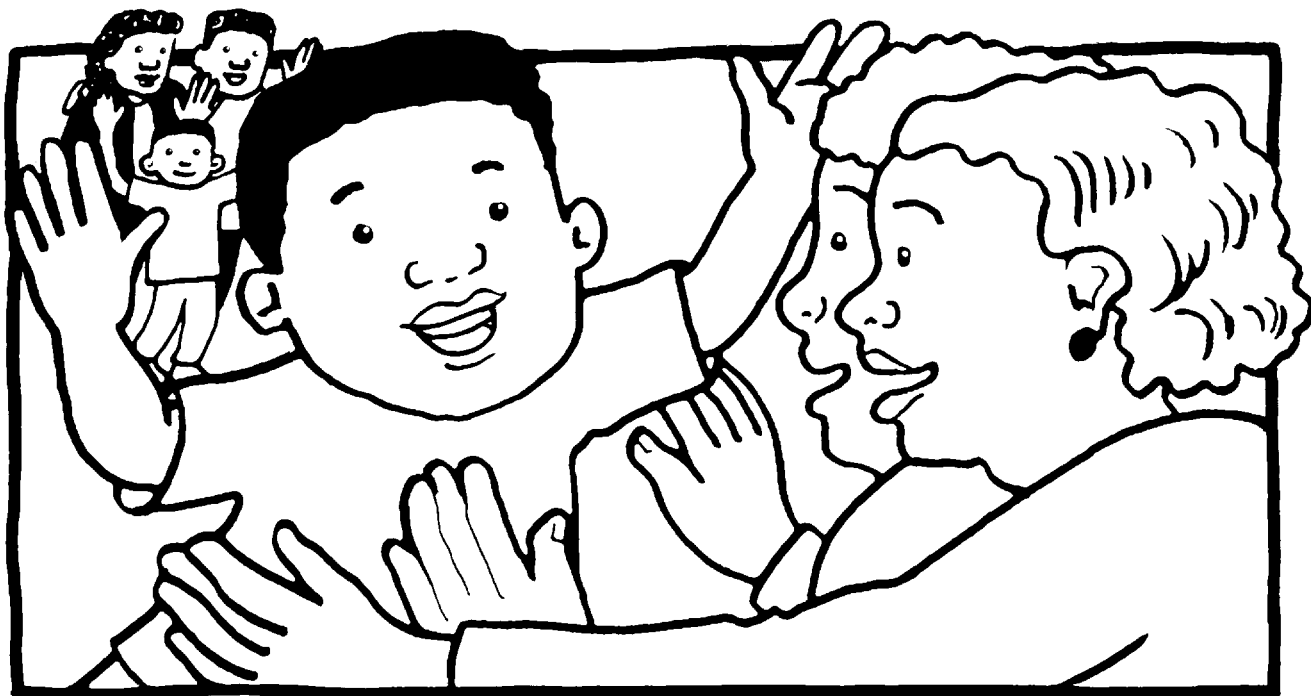
I have many feelings.
My feelings change
from time to time.

3

Sometimes I feel kind of happy.

4





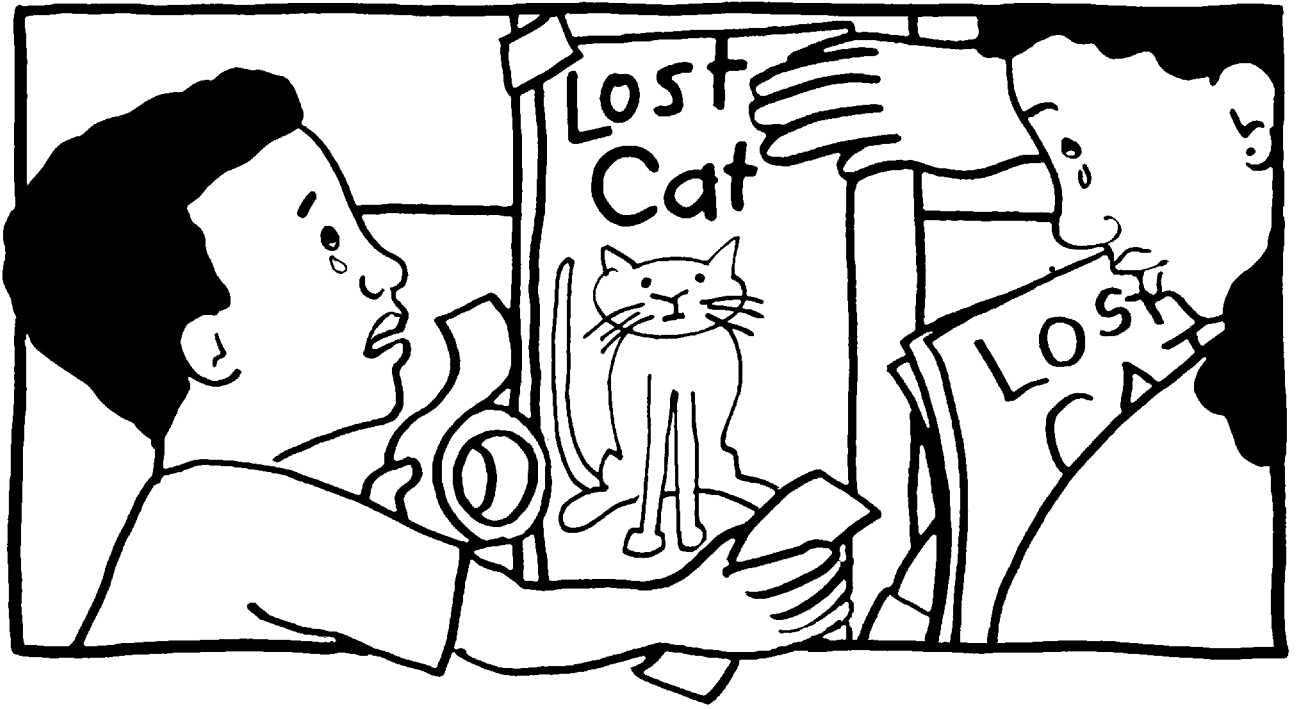
Sometimes I feel very happy.

5

Sometimes I feel kind of sad.

9



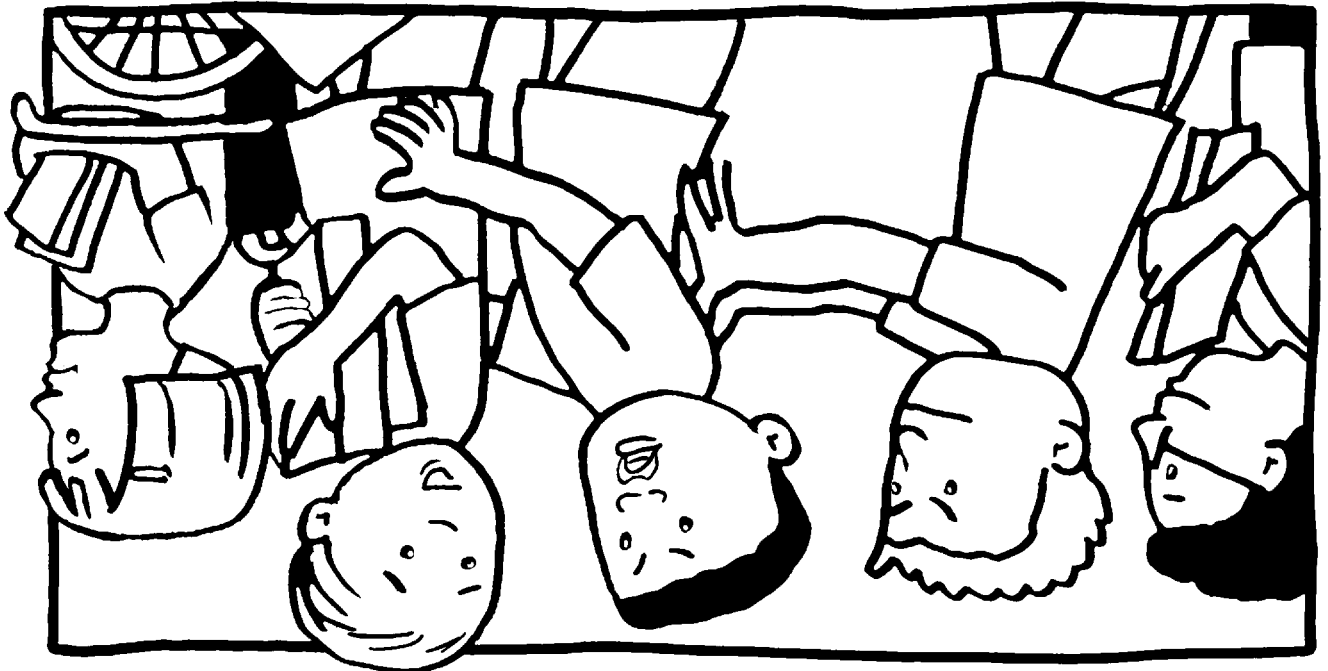


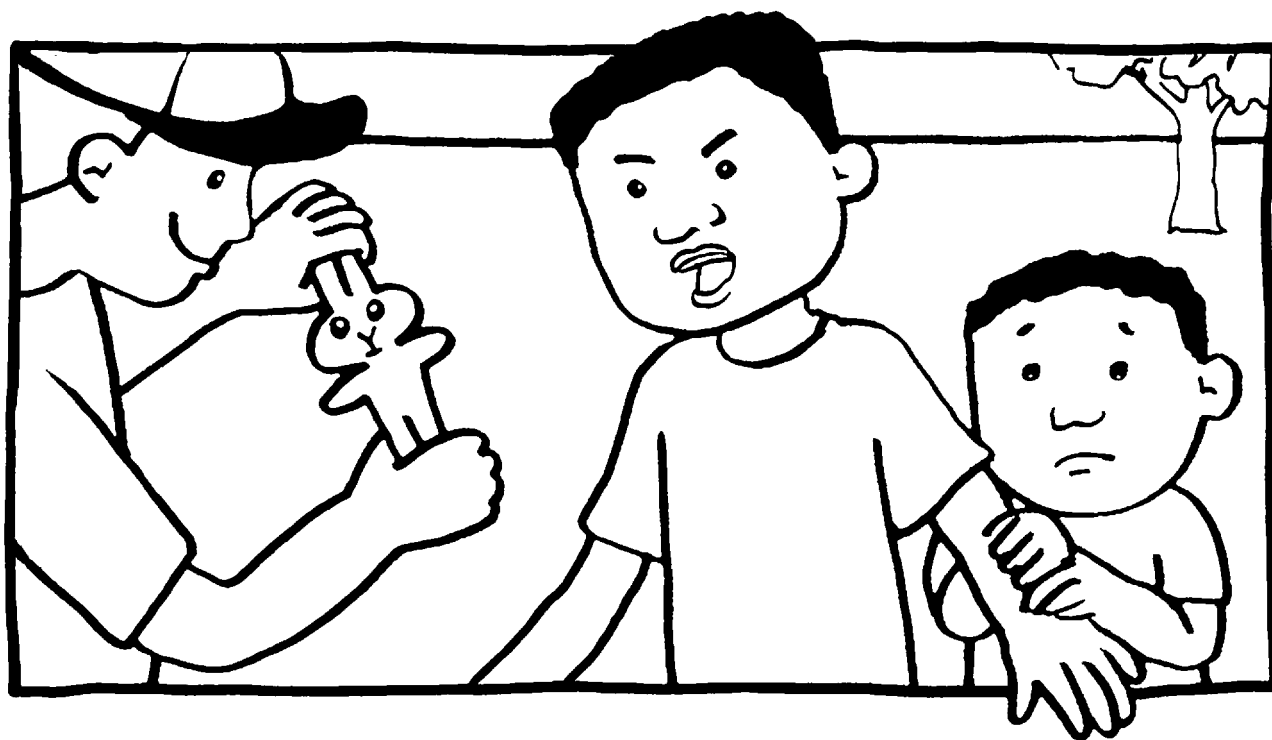
Sometimes I feel very sad.

7

Sometimes I feel kind of angry.

8



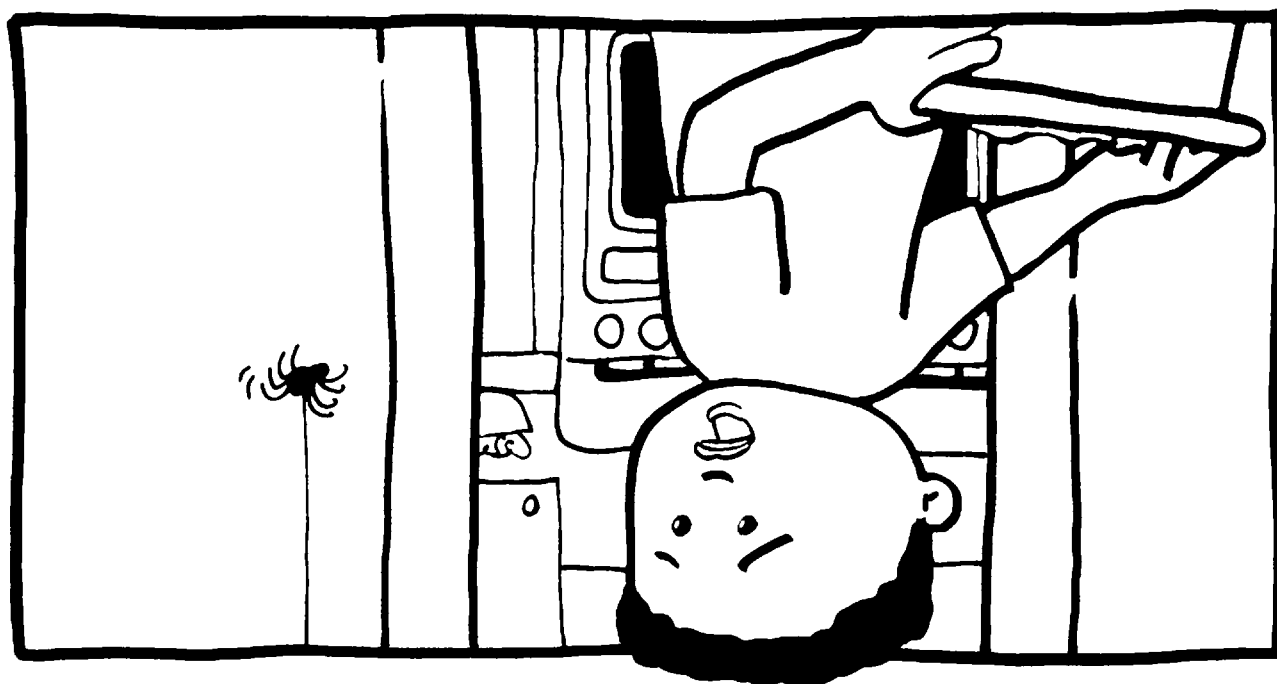


Sometimes I feel very angry.

9

Sometimes I feel kind of scared.

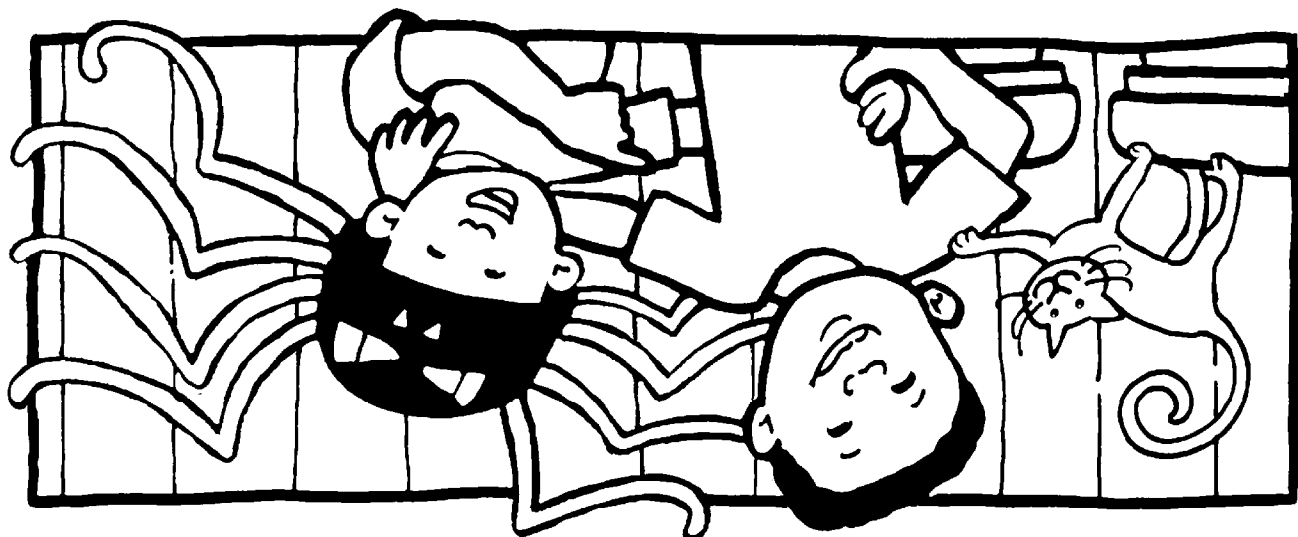
10





Sometimes I feel very scared.

11



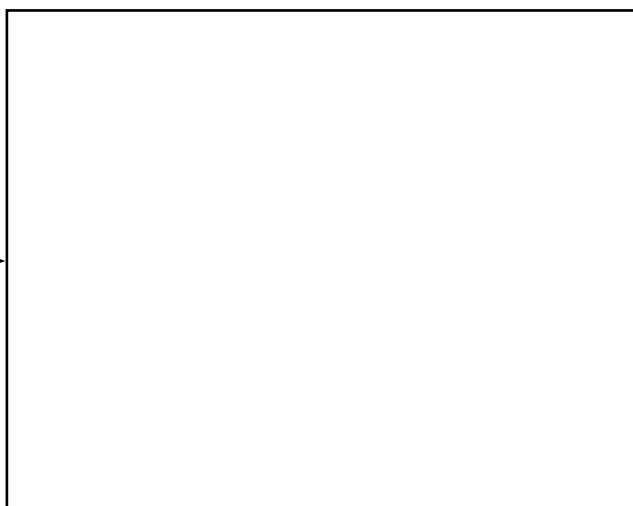
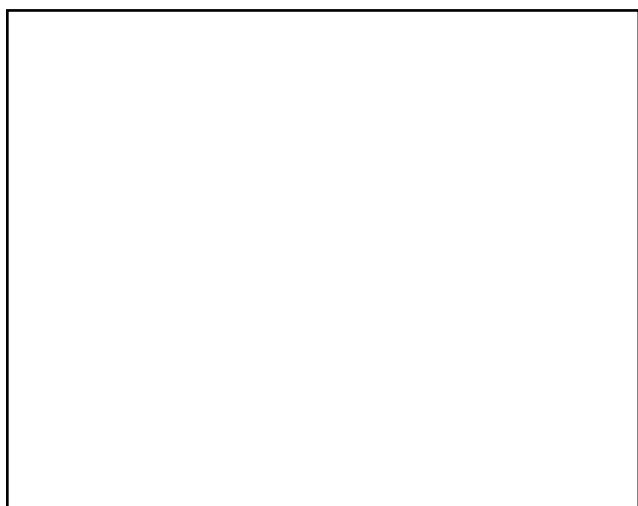
I have many different feelings.
Do you have many different
feelings, too?

12

Name _____

The boy felt...

because...



FEELINGS • LEVEL C • 1

SKILL: CAUSE AND EFFECT

INSTRUCTIONS: Have students identify ways the boy felt in the story. Have them draw and label each feeling in the boxes on the left. Then have them draw and label what caused each of the boy's feelings in the boxes on the right.

Name _____

a red box

a little bug

a long car

a happy boy

a fat cat

an angry dog

INSTRUCTIONS: Read each phrase with students. Have them circle the adjectives in the phrase. Then have students draw a picture in the box to match each description.

LEVELED READER • C

Tools

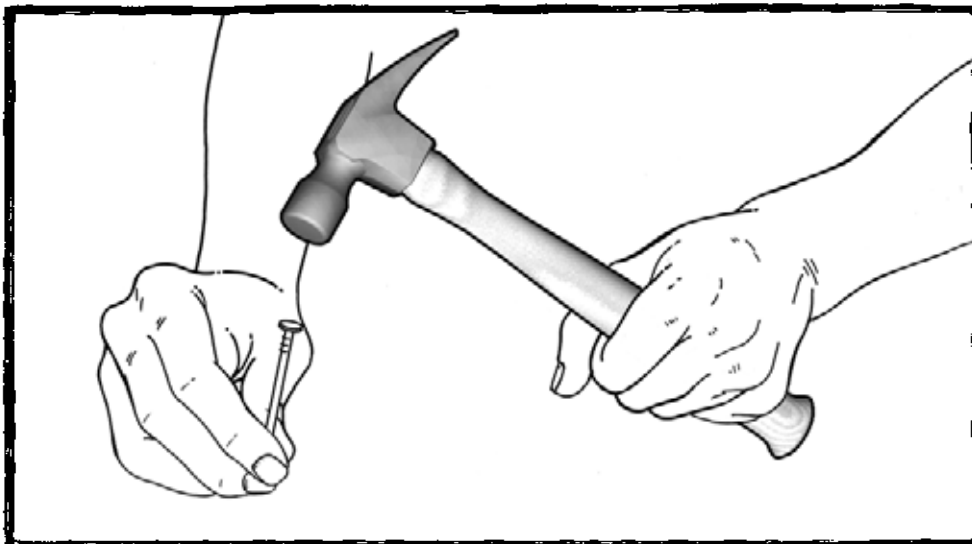


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Tools

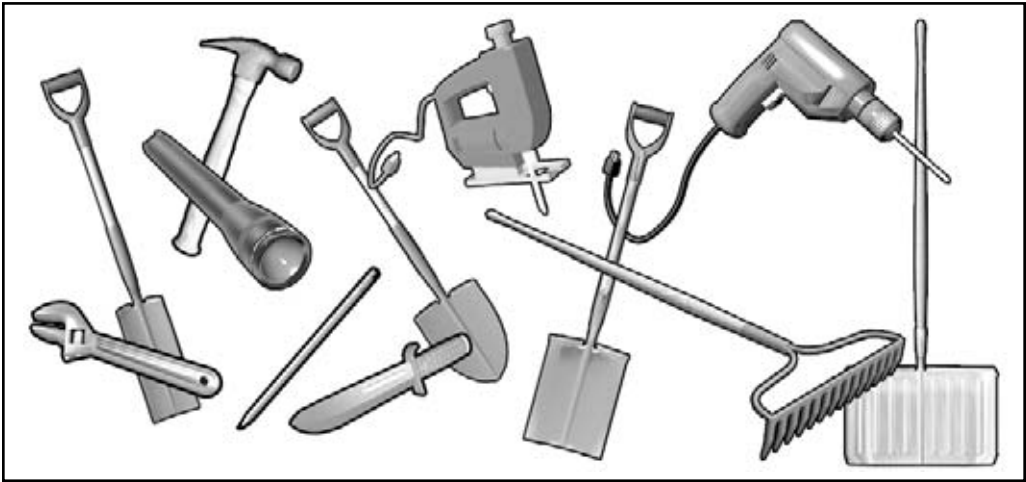
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Tools



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LEVEL C	Fountas & Pinnell	C
	Reading Recovery	3-4
	DRA	3

Correlation

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Level C leveled Reader
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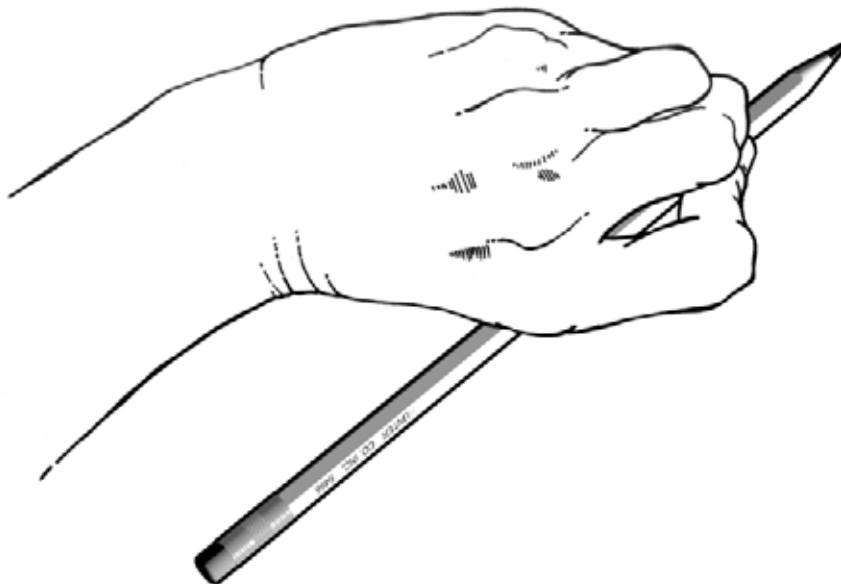


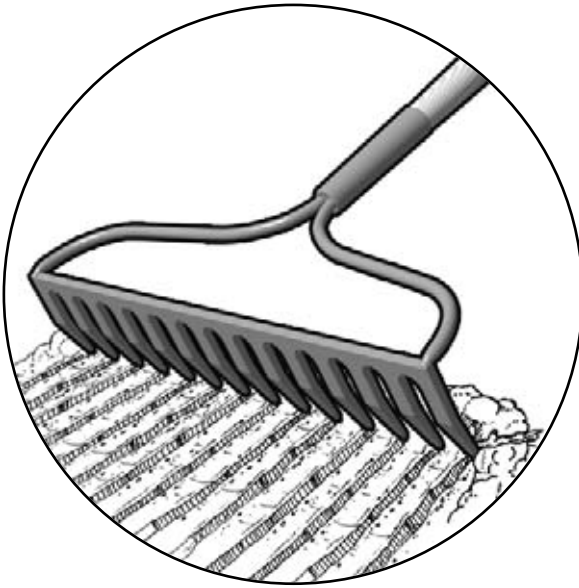
I see tools everywhere.
Tools help us work.

3

Here is a tool.
It is a pencil for writing.

4



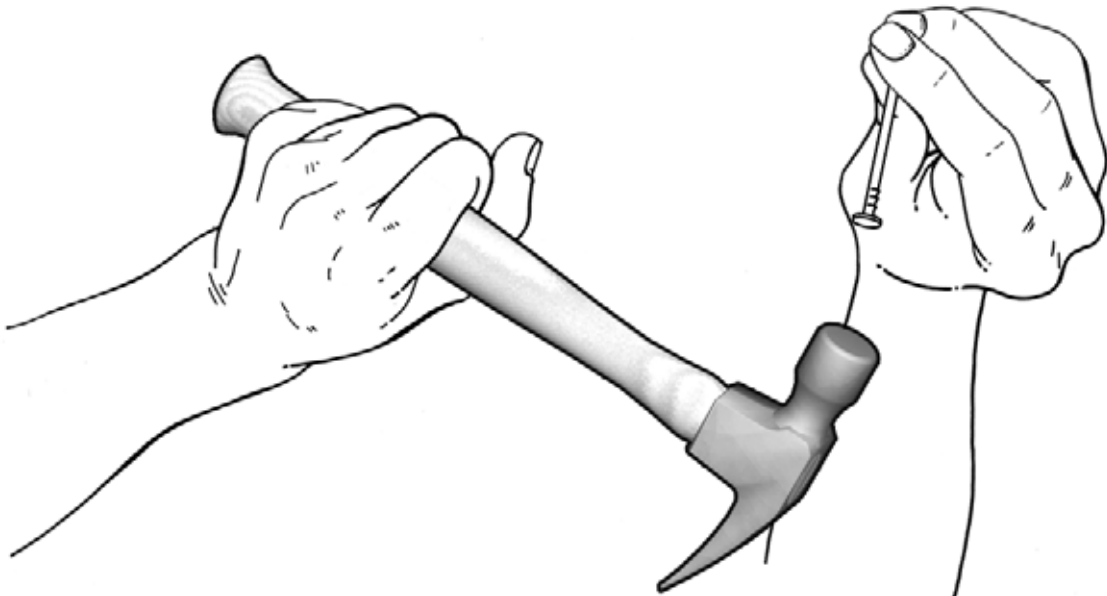


Here is a tool.
It is a rake for raking.

5

Here is a tool.
It is a hammer for pounding.

9



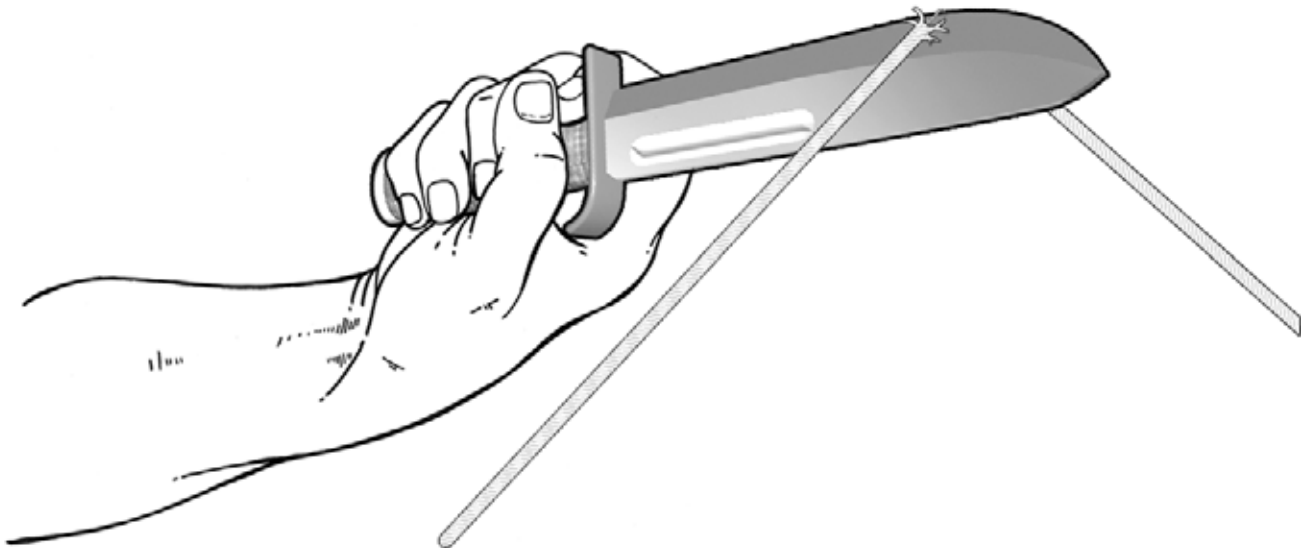


Here is a tool.
It is a shovel for digging.

7

Here is a tool.
It is a knife for cutting.

8



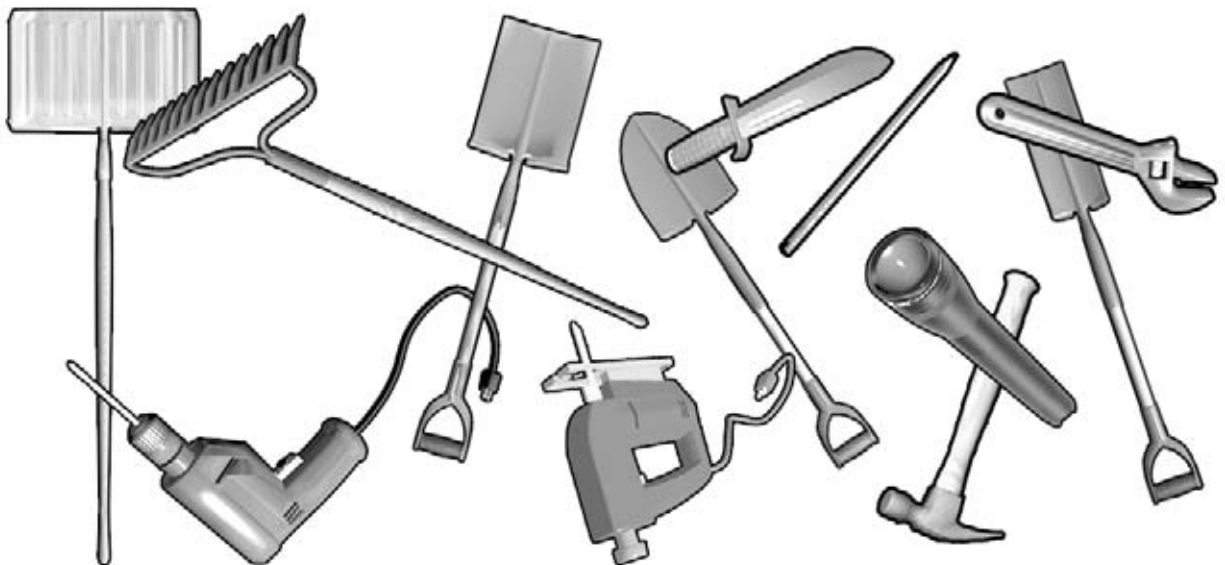


Here is a tool.
It is a wheelbarrow for carrying.

9

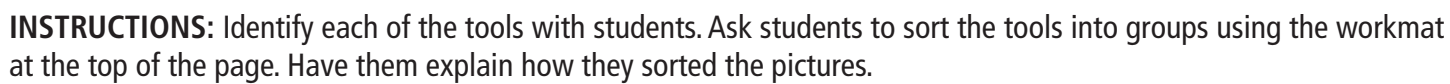
I see tools everywhere.
What tools do you see?

10

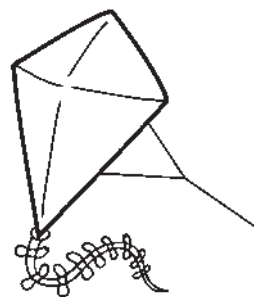
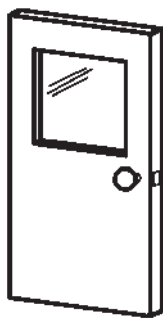
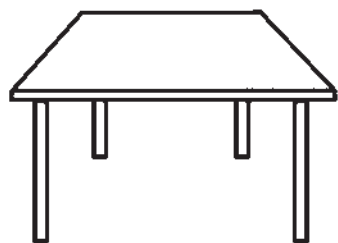


Reading a-z

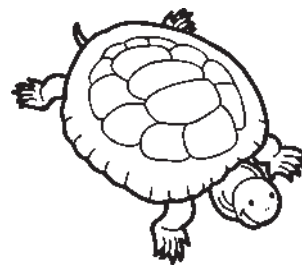
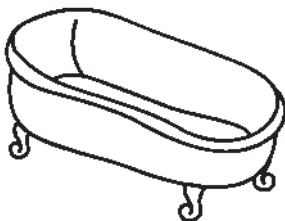
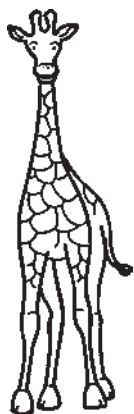
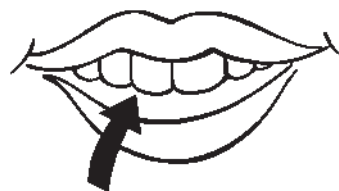
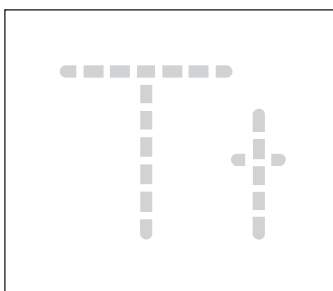
SKILL: CLASSIFY INFORMATION



Name _____



TOOLS • LEVEL C • 2

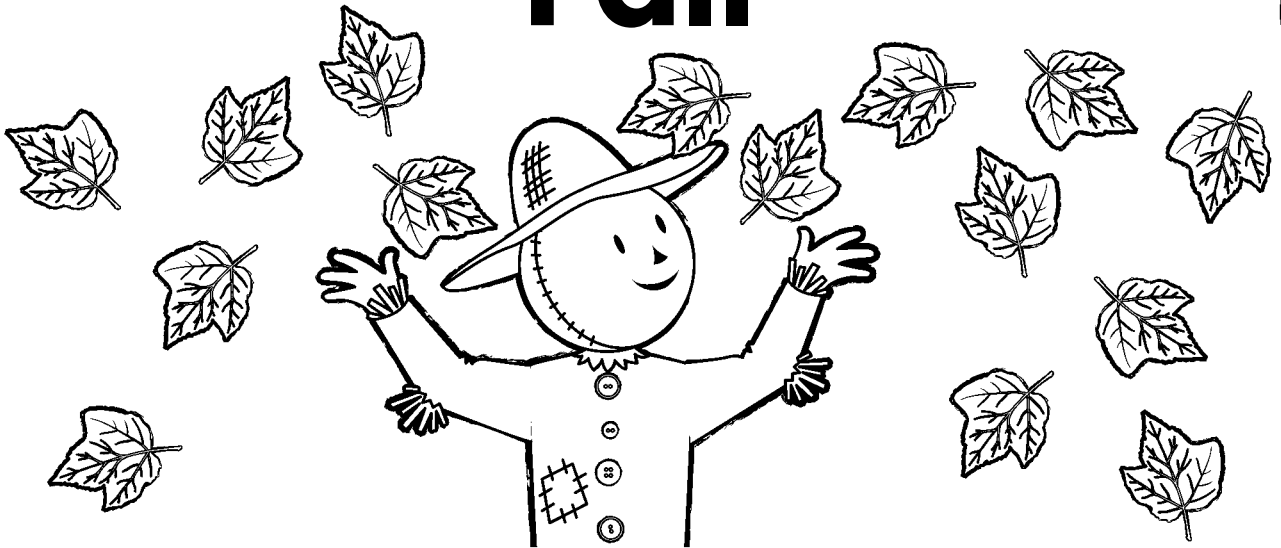


SKILL: INITIAL CONSONANT Tt

INSTRUCTIONS: Have students trace the letters and say the sound the letter *Tt* stands for. Then identify each picture with students. Have them draw a line from the pictures whose name begins with the /t/ sound to the letter *Tt*.

LEVELED READER • C

Fall

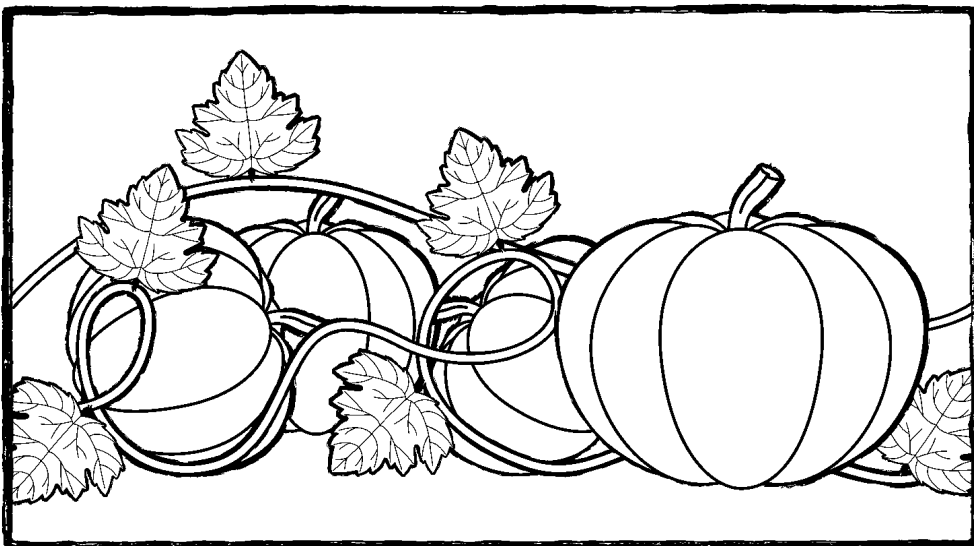


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Fall

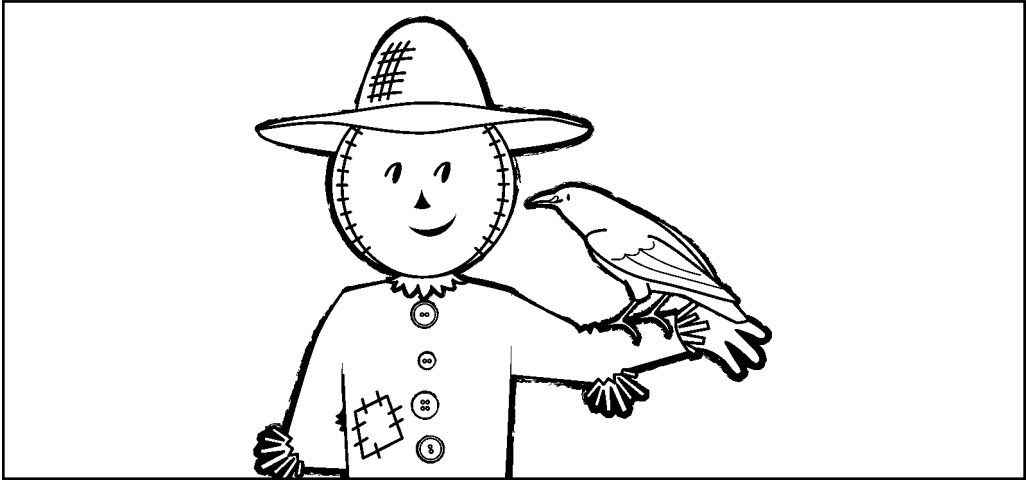
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Fall



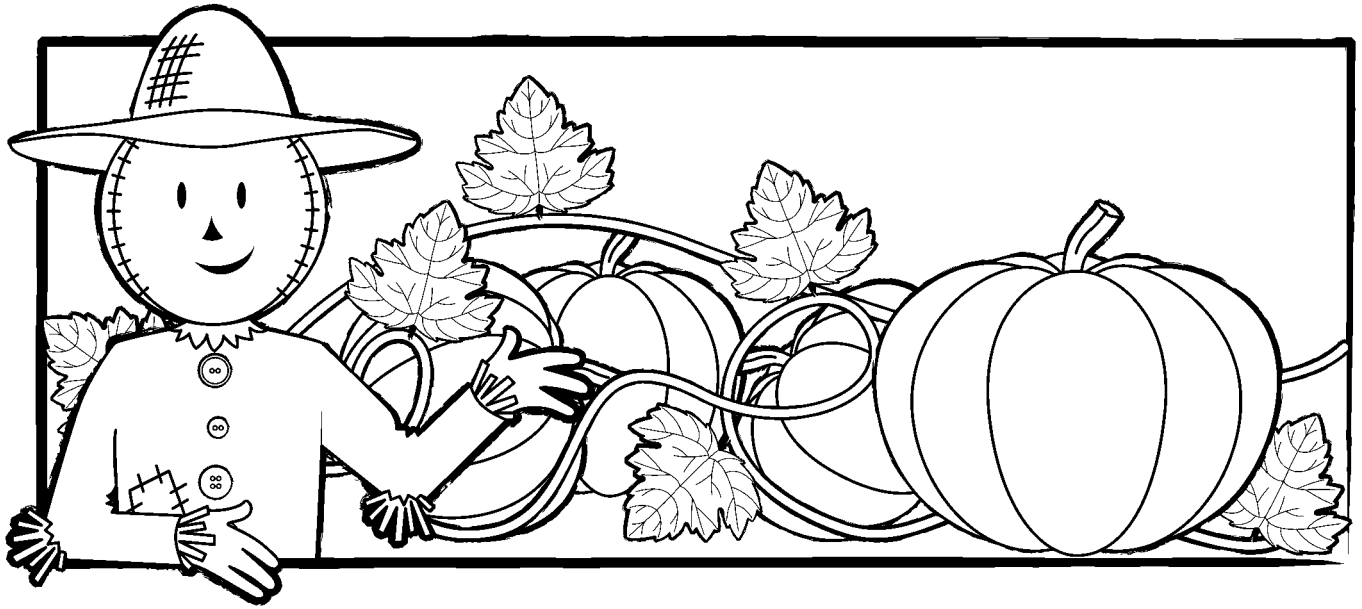
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LEVEL C	
Fountas & Pinnell	C
Reading Recovery	3-4
DRA	3

Correlation

Fall
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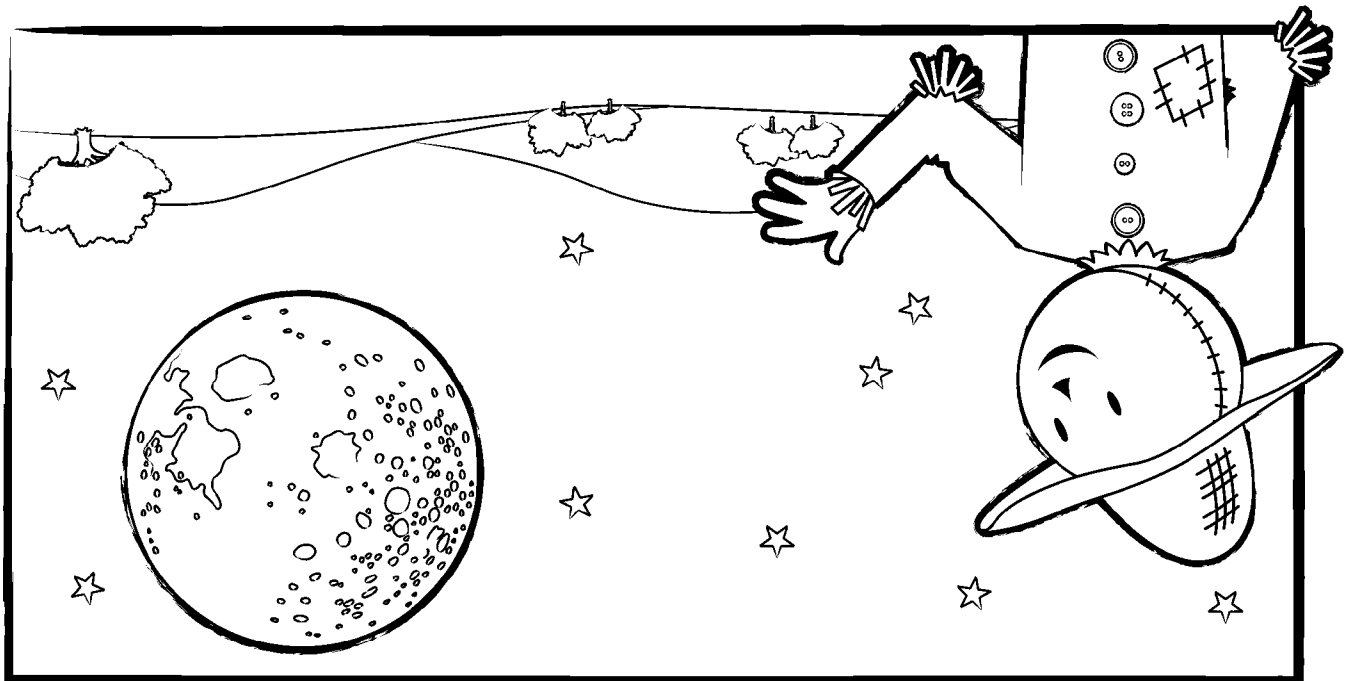


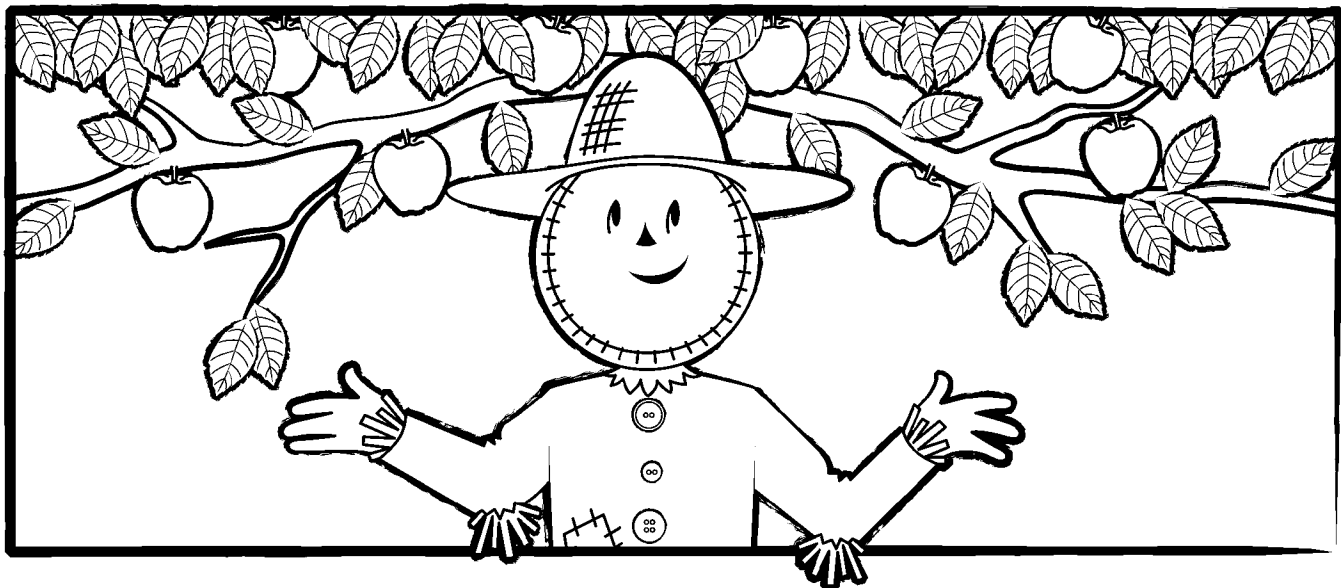
In fall, things turn orange.
In fall, pumpkins turn orange.

3

In fall, the moon turns orange.

4



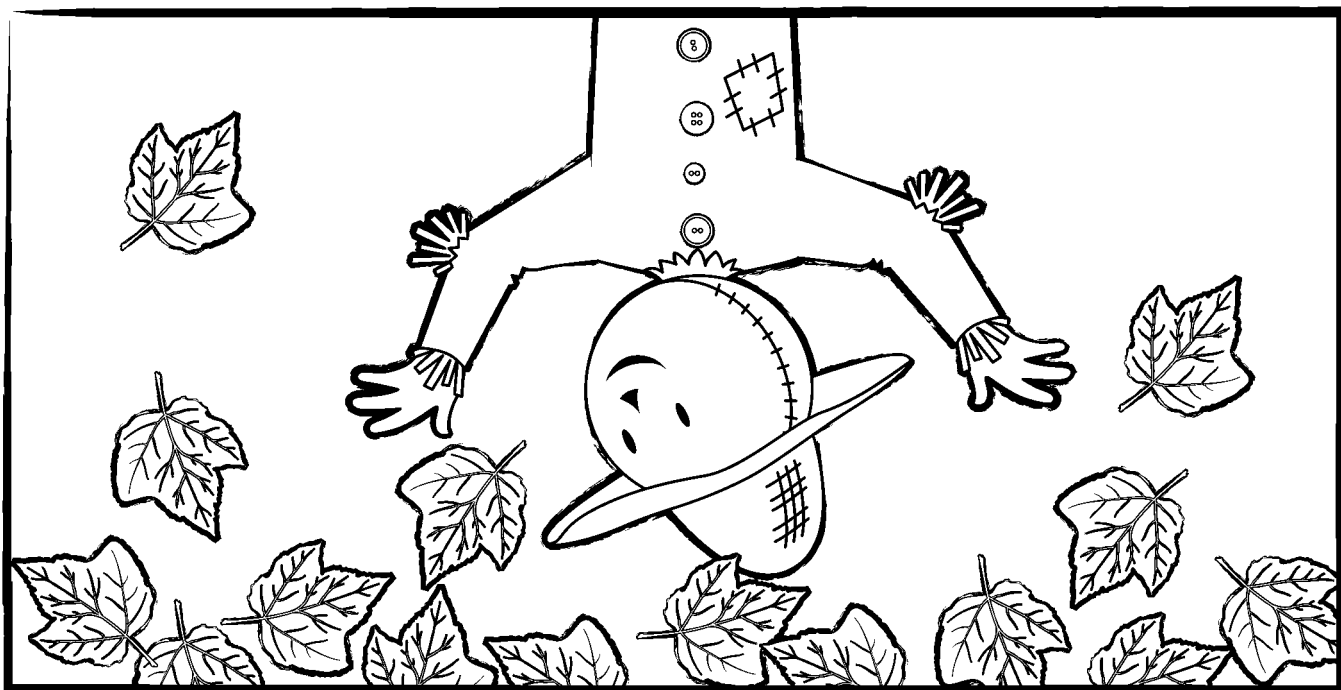


In fall, things turn red.
In fall, apples turn red.

5

9

In fall, leaves turn red.





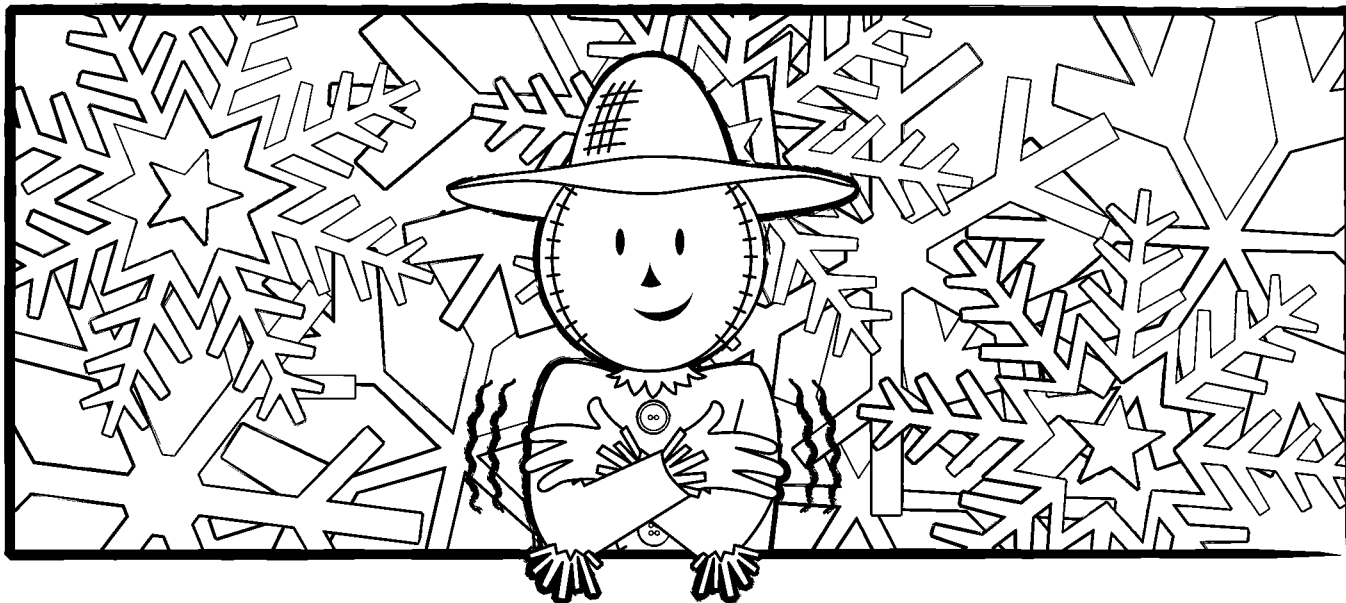
In fall, things turn brown.
In fall, grass turns brown.

7

In fall, things turn yellow.
In fall, corn turns yellow.

8



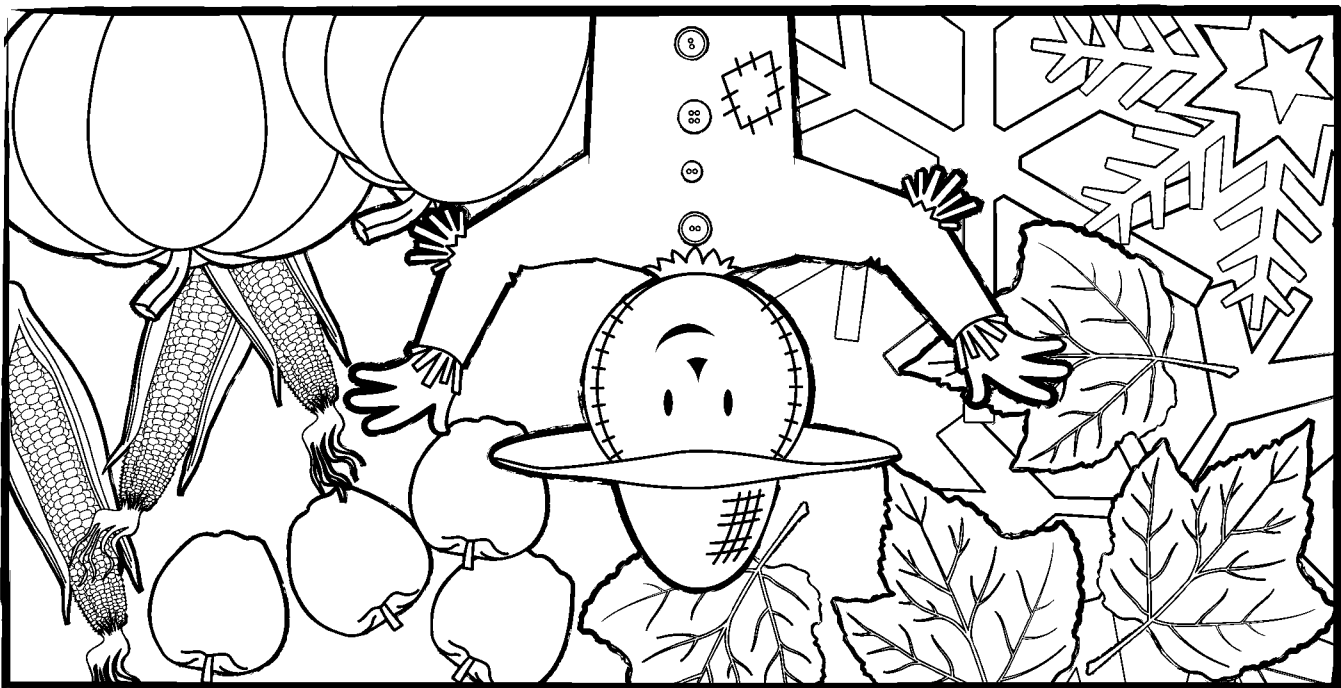


In fall, things turn white.
In fall, frost turns things white.

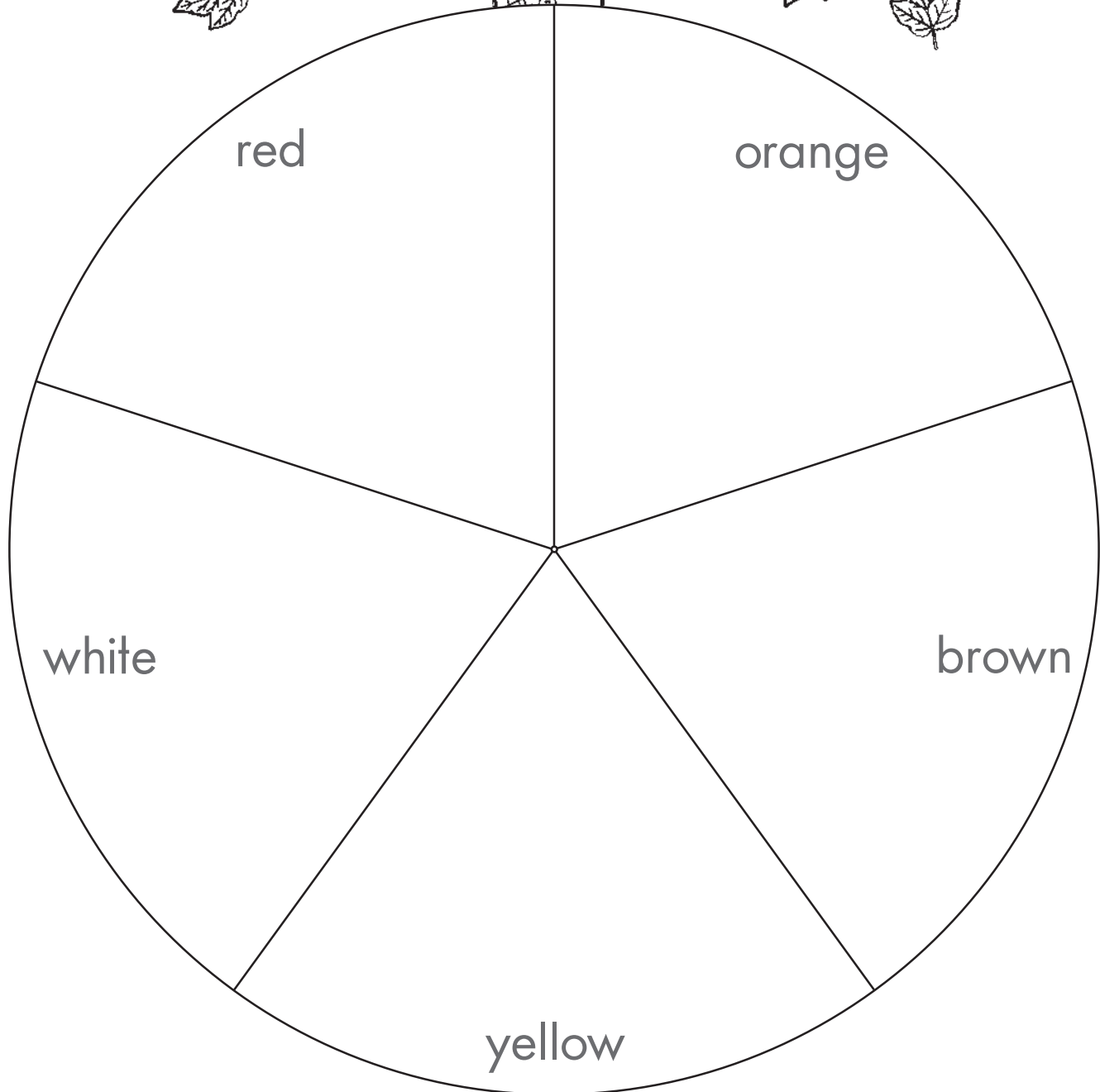
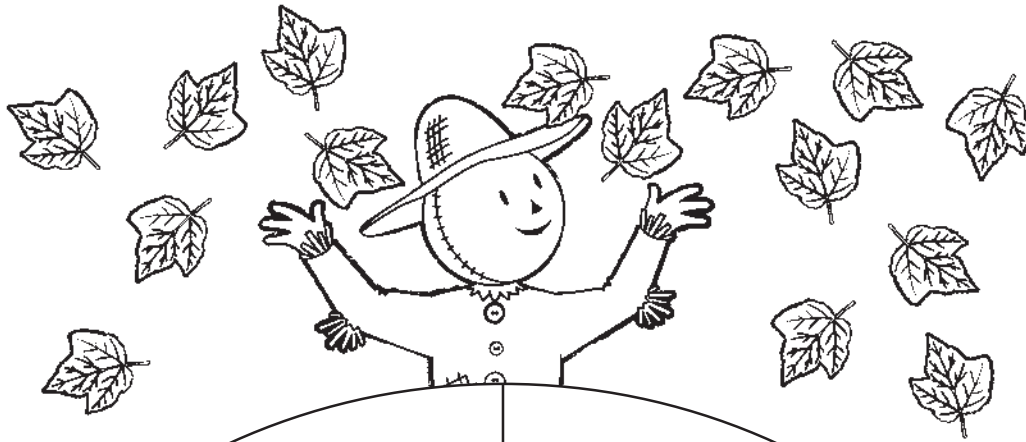
9

In fall, things turn many colors!

10

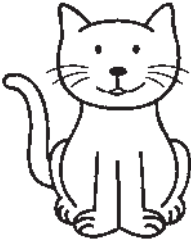
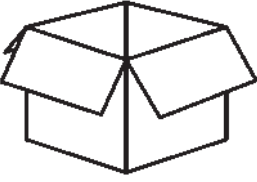
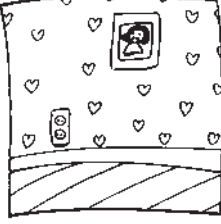


Name _____



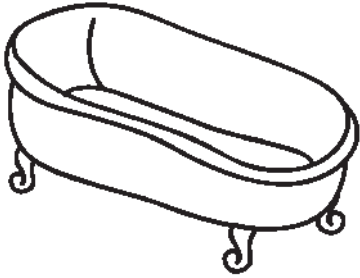
INSTRUCTIONS: Have students write or draw objects from the book in the correct color categories.

Name _____

INSTRUCTIONS: Have students say the names of the pictures in each box and then draw lines to connect the pictures whose names rhyme.

Name _____



ub



op



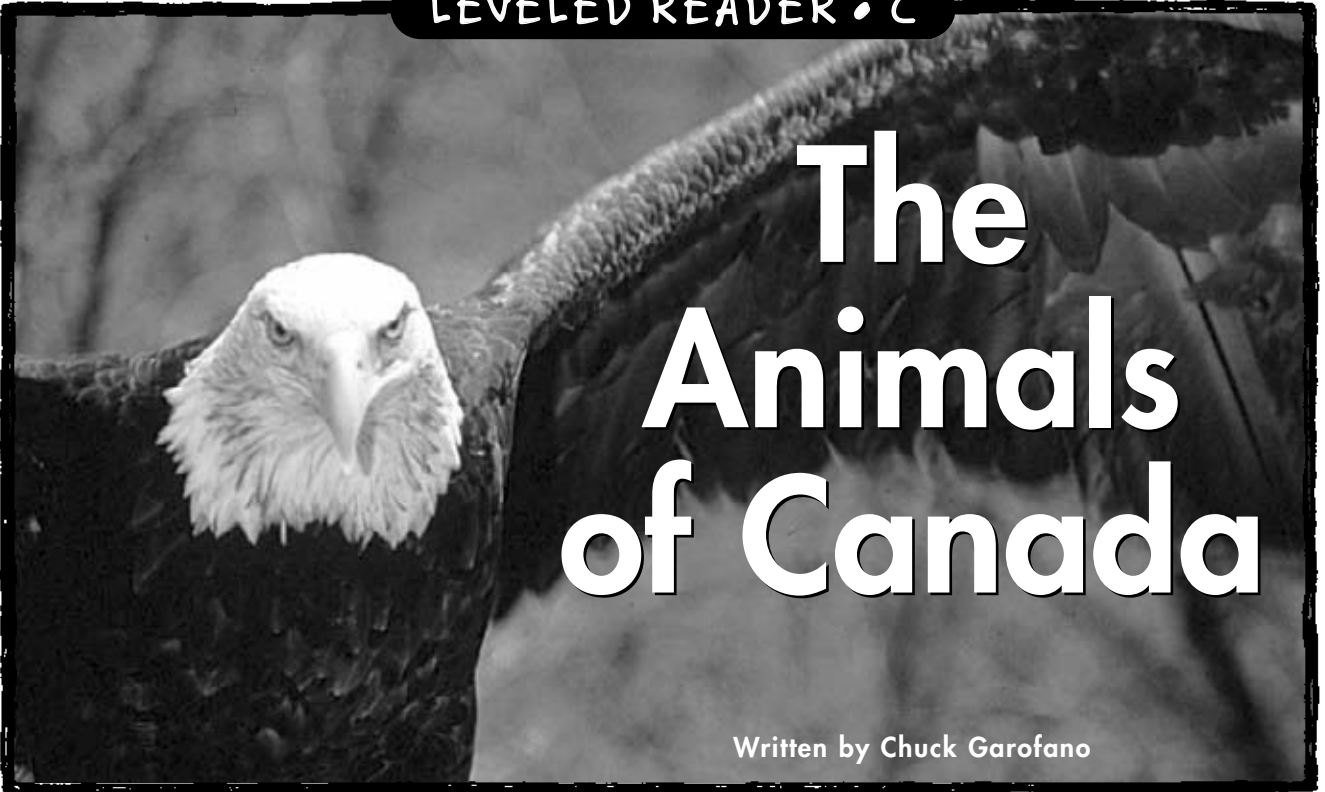
oy



oe

INSTRUCTIONS: Identify each picture with students. Have them write the initial letter *t* to complete each word. Have students read each word aloud.

LEVELED READER • C



Written by Chuck Garofano

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The Animals of Canada

A Reading A-Z Level C Leveled Reader • Word Count: 61




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Fountas & Pinnell	C
Reading Recovery	3-4
DRA	3

Correlation

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This is a moose.
It lives in Canada.

3

This is a goose.
It lives in Canada.

4





This is a bear.
It lives in Canada.

5

This is a beaver.
It lives in Canada.

6





This is an eagle.
It lives in Canada.

7

This is a wolf.
It lives in Canada.

8





This is a loon.
It lives in Canada.

9

Many animals live in Canada.

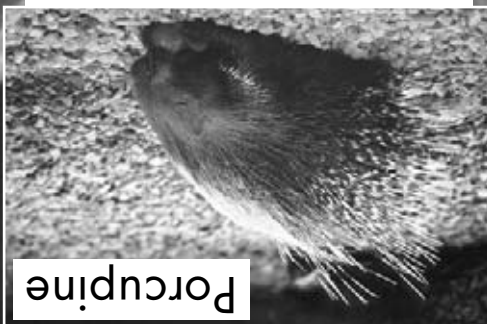
10



Bobcat



Badger



Porcupine



Elk

Name _____

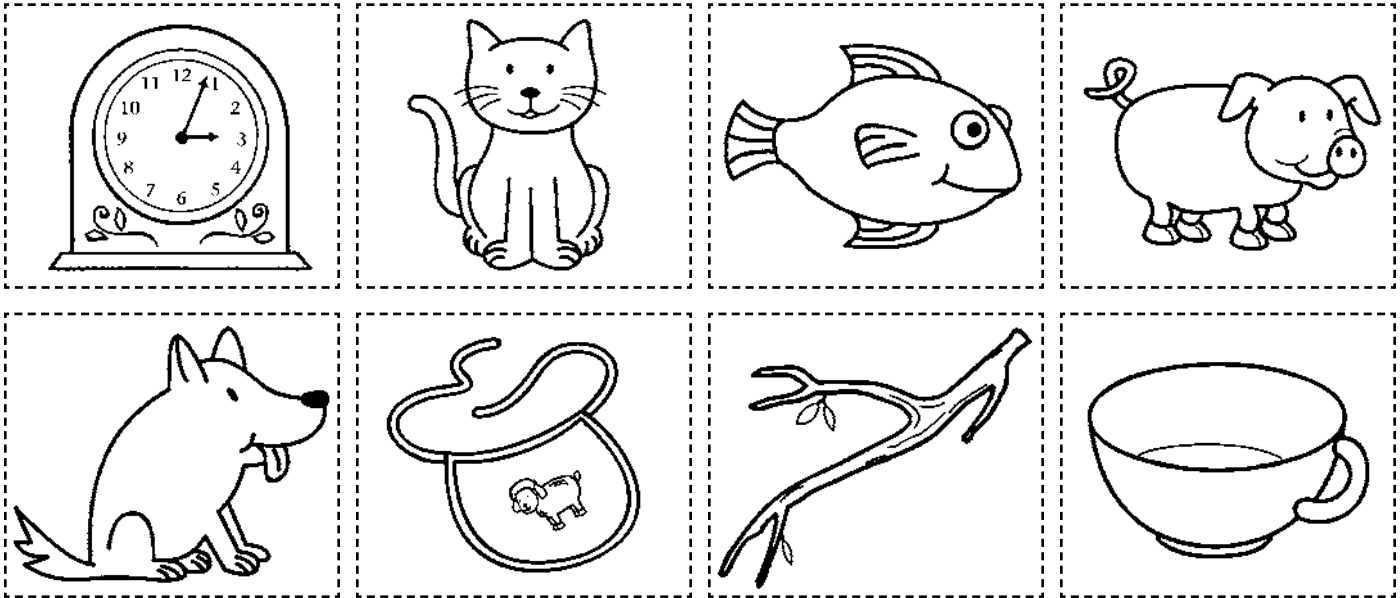
INSTRUCTIONS: Have students write the animals from the book under either the "In Canada and in My Area" column or the "In Canada but Not in My Area" column.

In Canada and in My Area	In Canada but Not in My Area



Name _____

INSTRUCTIONS: Have students say the name of each picture. Then have them cut out each picture and place it in the correct column.



Short /i/	Not Short /i/

Name _____

INSTRUCTIONS: Have students read the words and circle each word that has the letter *i*. Then have students write the words that have *i* in the beginning in the "Beginning" column and the words that have *i* in the middle in the "Middle" column.

bin	cat	bug	is	it	ball
sip	in	ham	lip	cup	bus
hit	rip	fat	bag	pit	tip

Beginning	Middle

Name _____

INSTRUCTIONS: Have students cut out the picture word cards. Instruct them to sort the cards into various categories (see the Lesson Plan for examples).



moose



goose



badger



bear



beaver



porcupine



eagle



wolf



bobcat



loon

The Animals of Canada



elk

LEVELED READER • C

How Many Wheels?

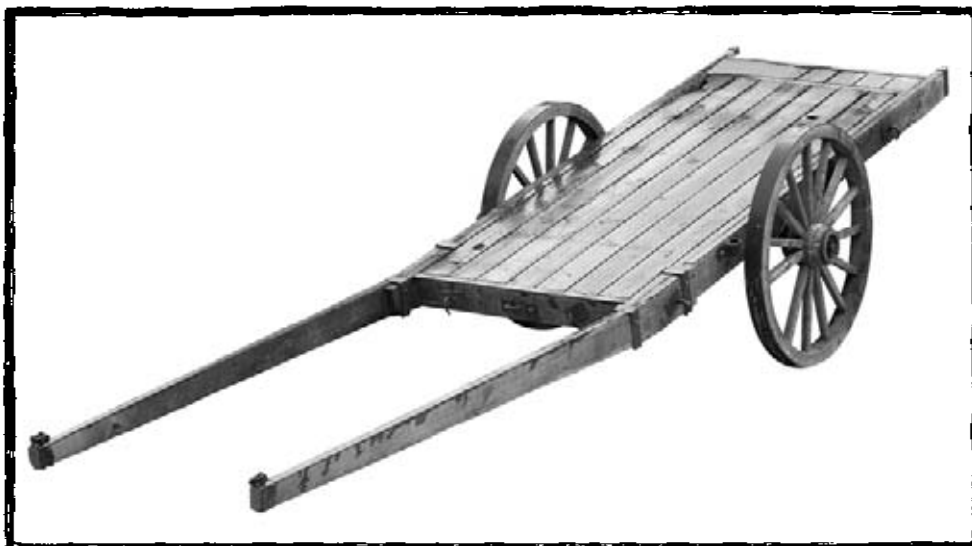


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How Many Wheels?

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How Many Wheels?



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LEVEL C	Fountas & Pinnell
3-4	Reading Recovery
3	DRA

Correlation

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Level C leveled Reader
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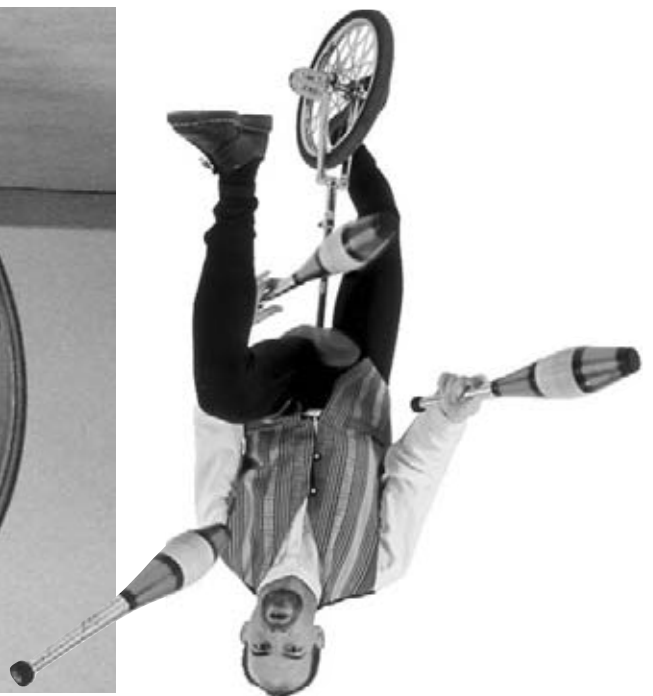


Many things have wheels.
Wheels help things move.

3

Some things have one wheel.

4



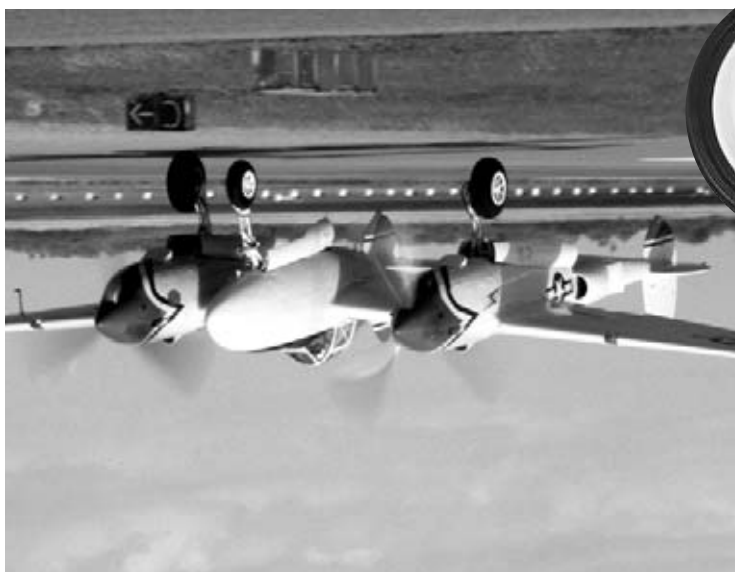


Some things have two wheels.

5

Some things have three wheels.

9



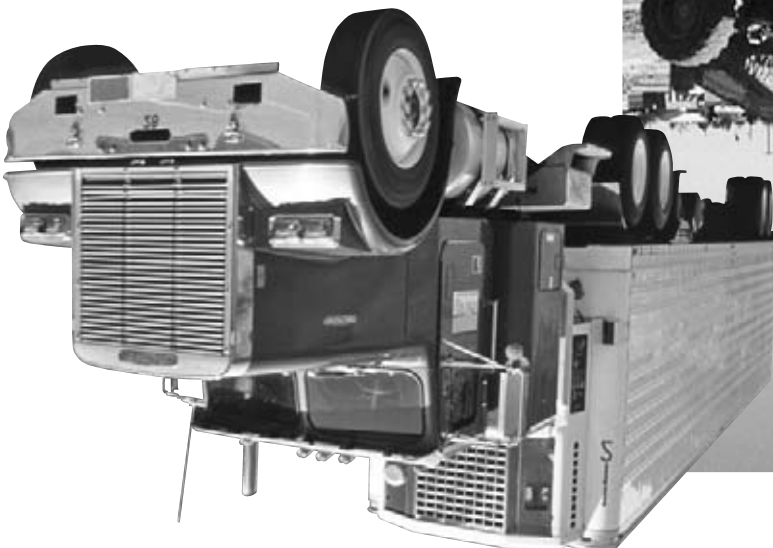


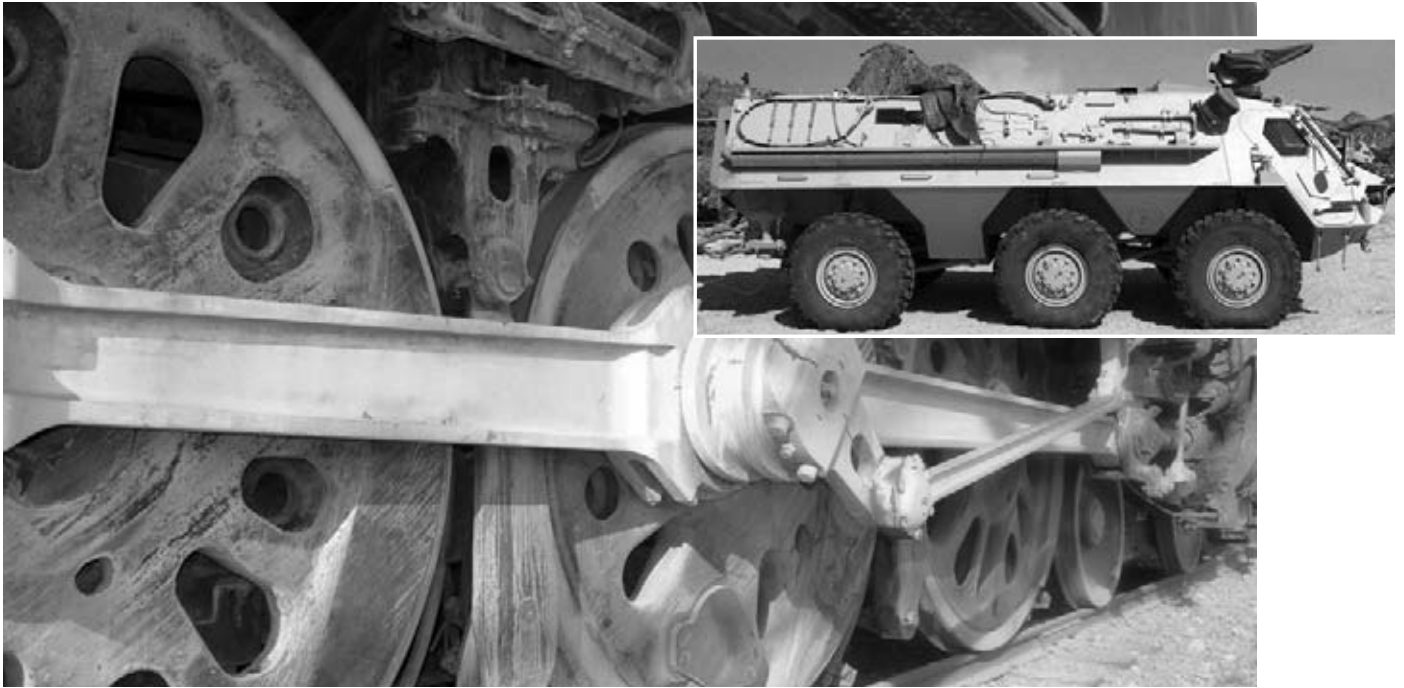
Some things have four wheels.

7

Some things have many wheels.

8



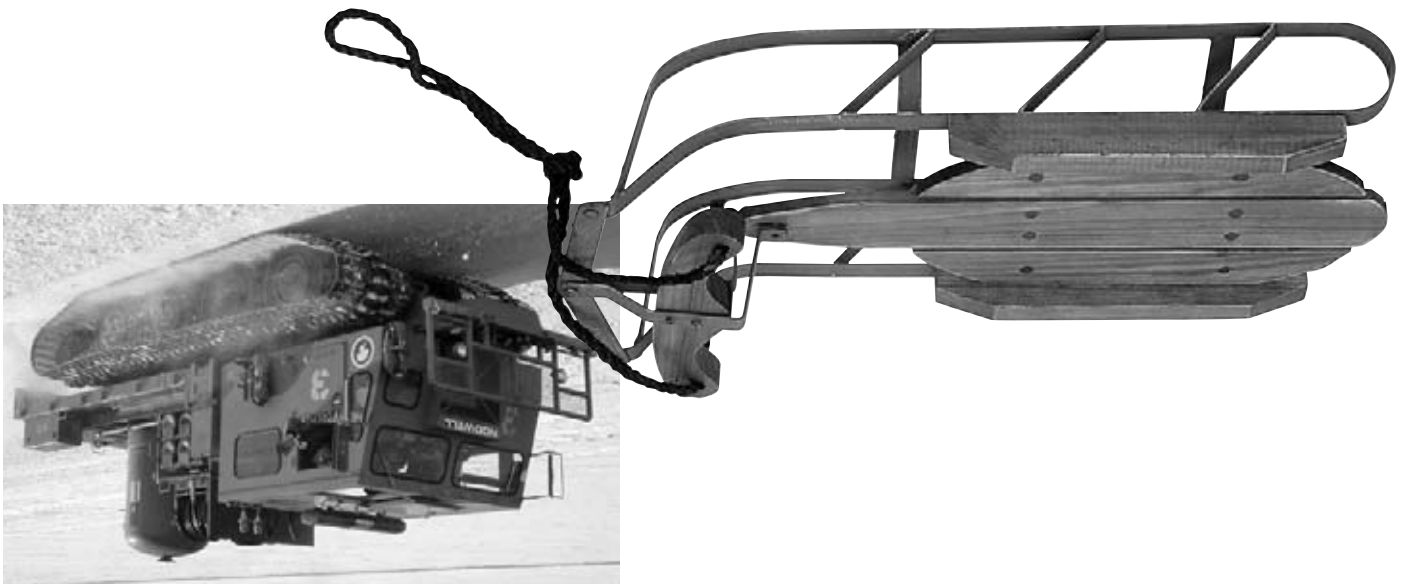


These things have many wheels, too.

9

Some things have no wheels.
How do these things move?

10



Name _____

INSTRUCTIONS: Have students cut out the pictures. Tell them to put each picture in the group it belongs to.

one wheel	two wheels	three wheels	four wheels

HOW MANY WHEELS? • LEVEL C • 1



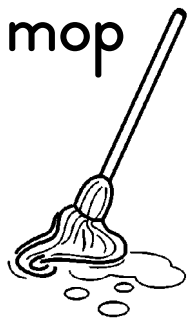
SKILL: CLASSIFY INFORMATION

Name _____

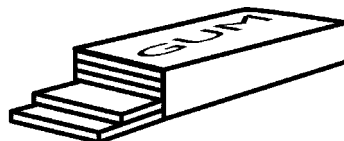
INSTRUCTIONS: Have students cut out the words. Have them paste the words that have *m* as the first letter in the *mop* column and words that have *m* as the last letter in the *gum* column.

M m

mop



gum



mat

ham

drum

my

map

yam

hum

mix

Name _____

INSTRUCTIONS: Have students draw a picture to show the number in each square.

one

two

three

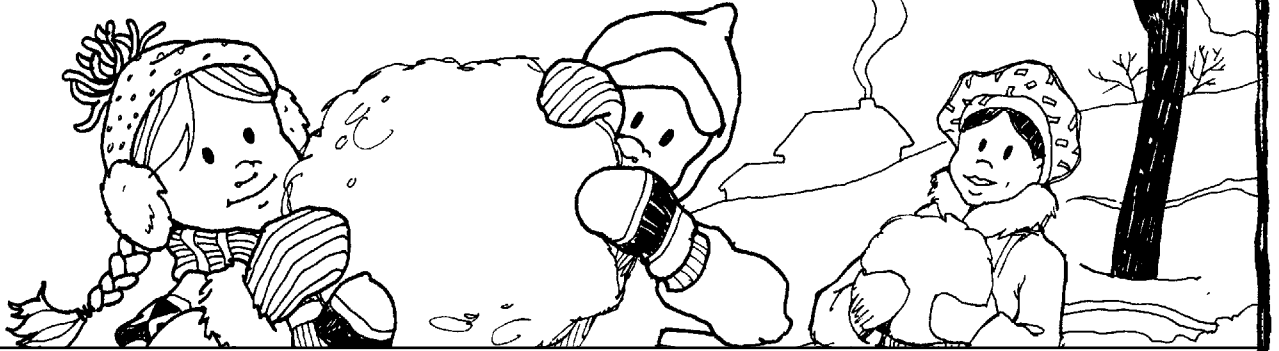
four

HOW MANY WHEELS? • LEVEL C • 3

SKILL: NUMBER WORDS

LEVELED READER • C

We Make a Snowman

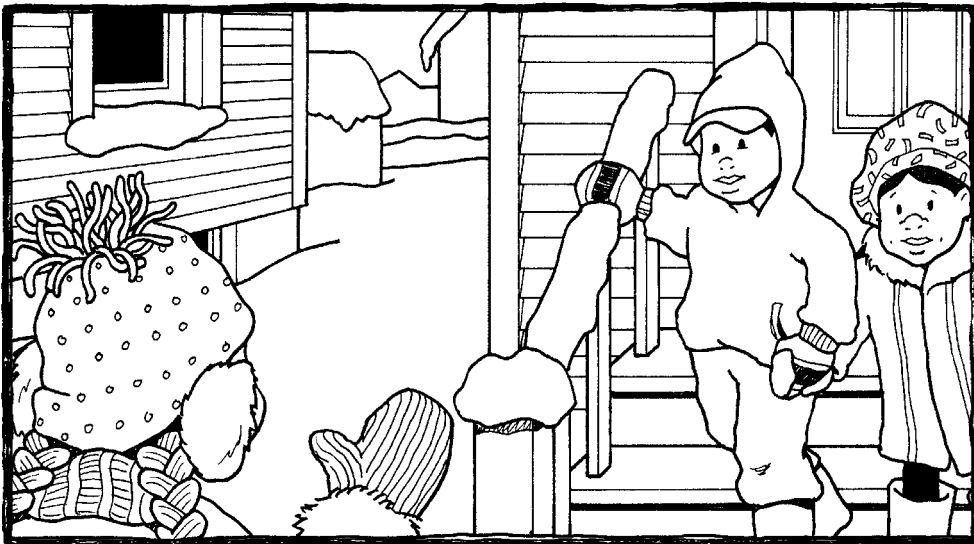


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We Make a Snowman

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We Make a Snowman



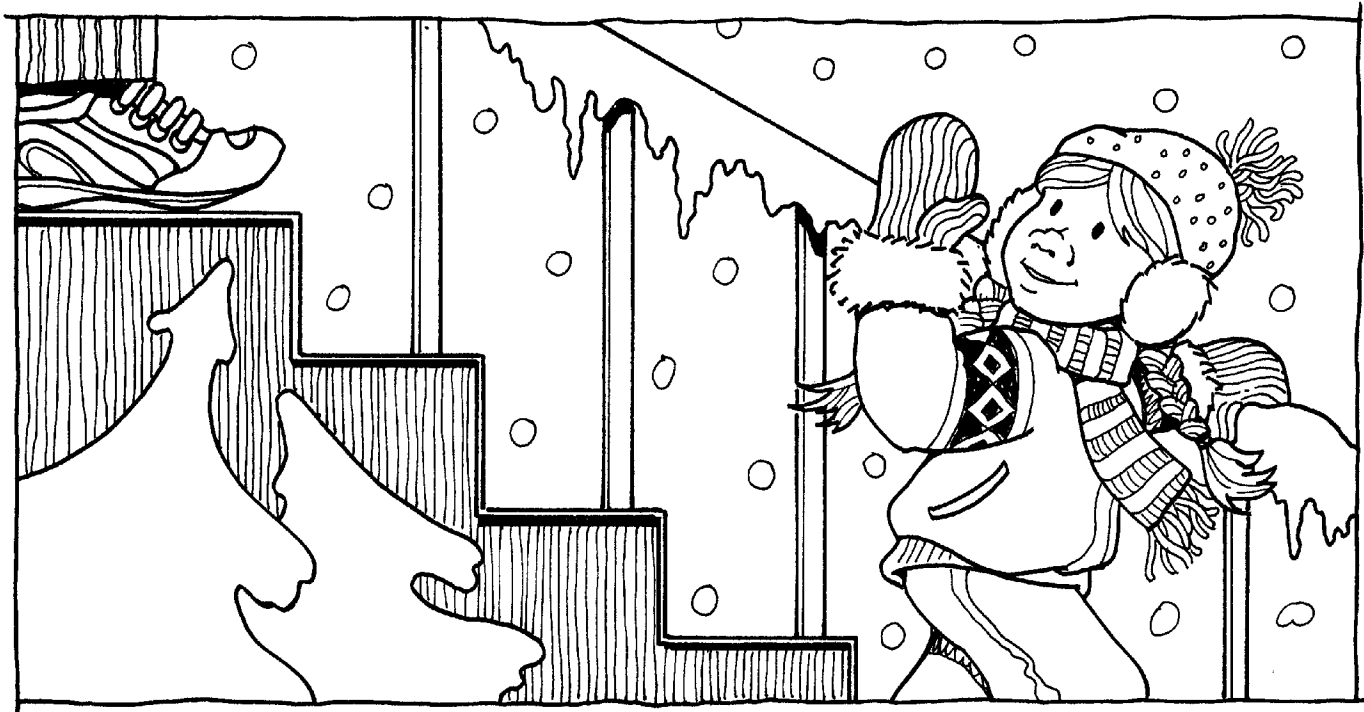
Written by Cheryl Ryan
Illustrated by John Kastner

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LEVEL C	
Grade	K
Fountas & Pinnell	C
Reading Recovery	3-4
DRA	3

Correlation

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Level C leveled Reader
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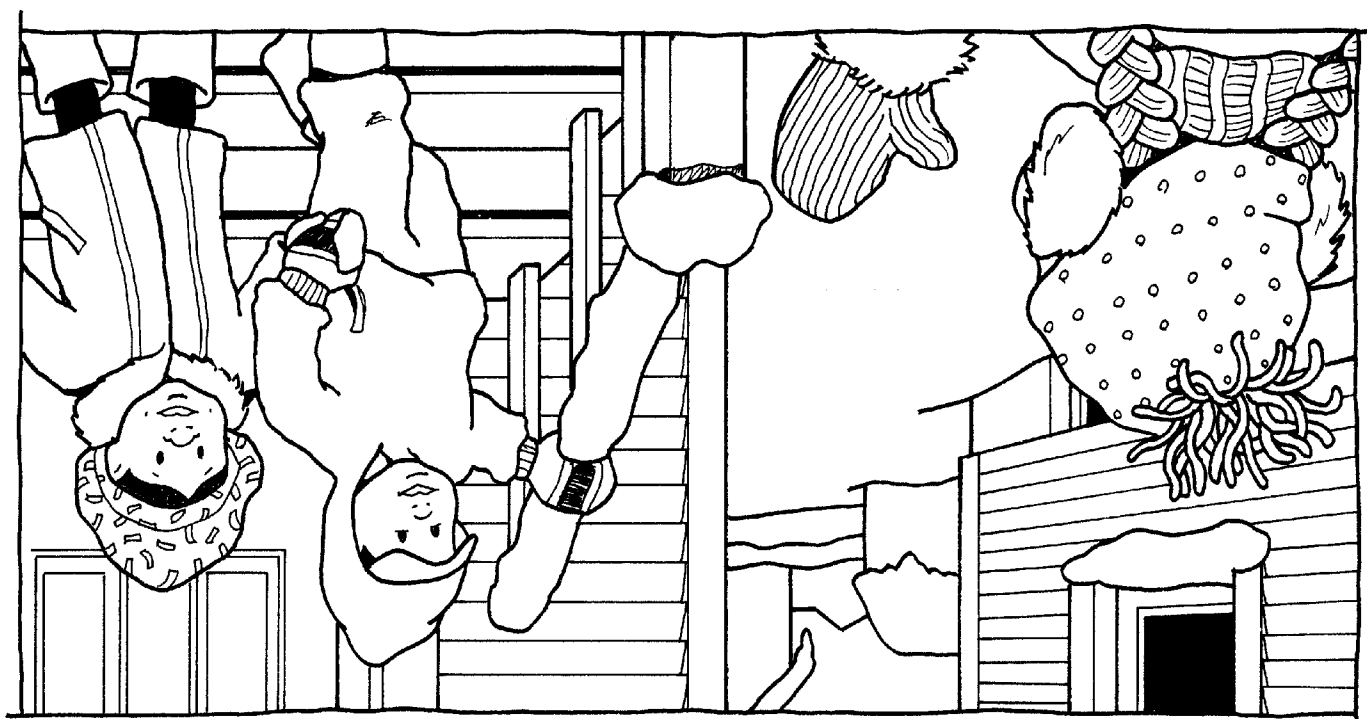


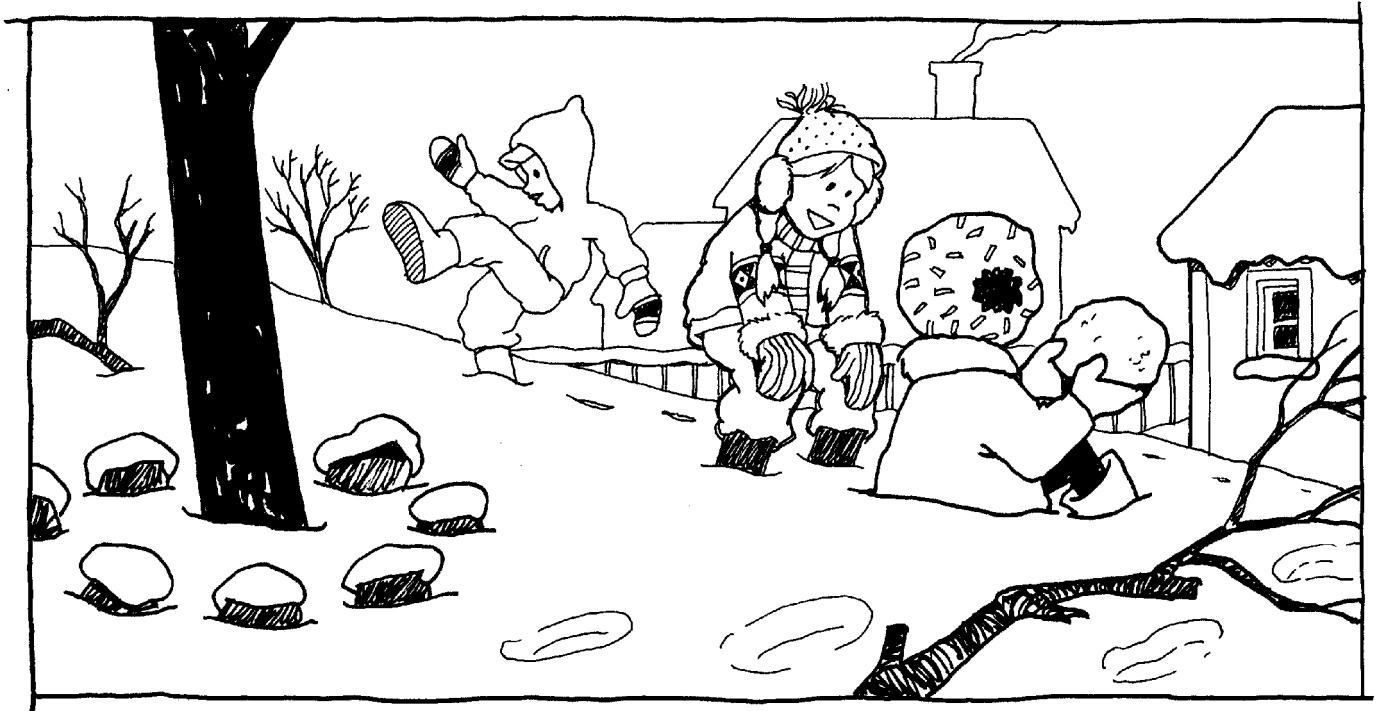
I go out to play.

3

My friends go out to play.

4



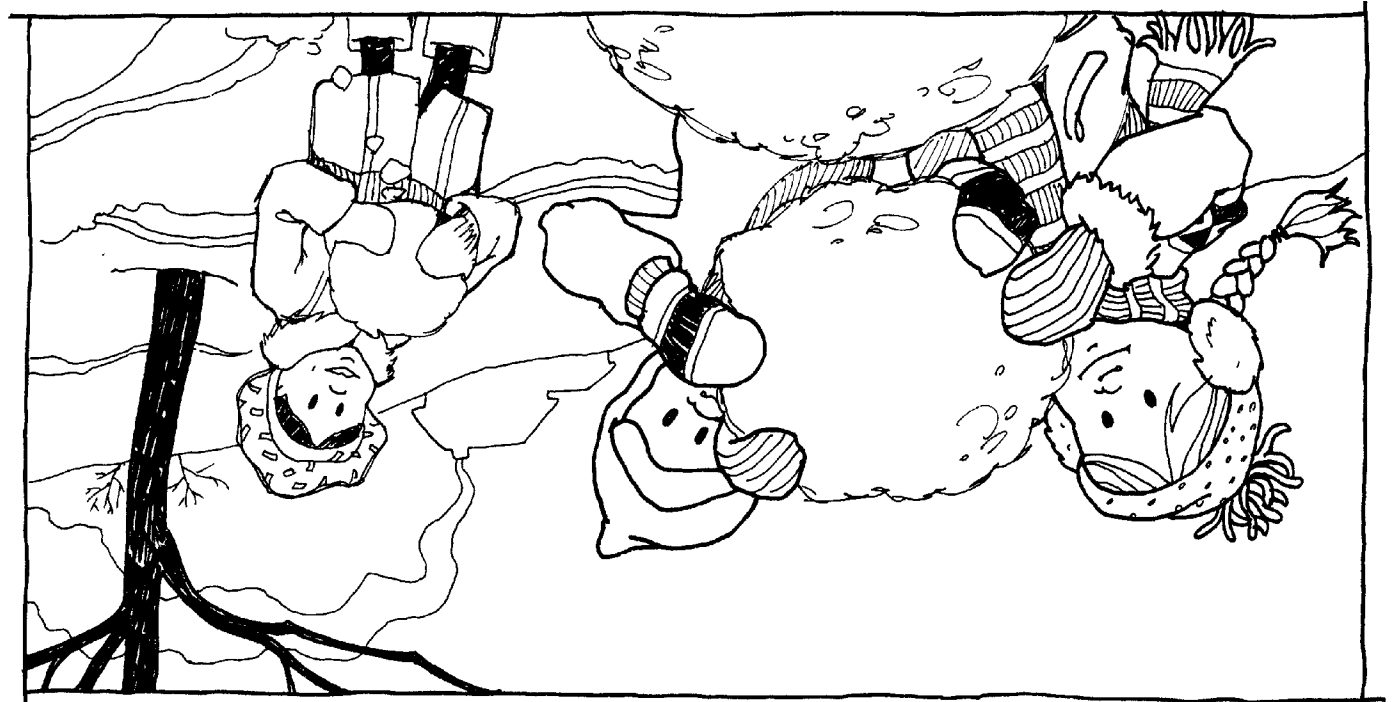


We play in the snow.

5

6

We make a snowman.



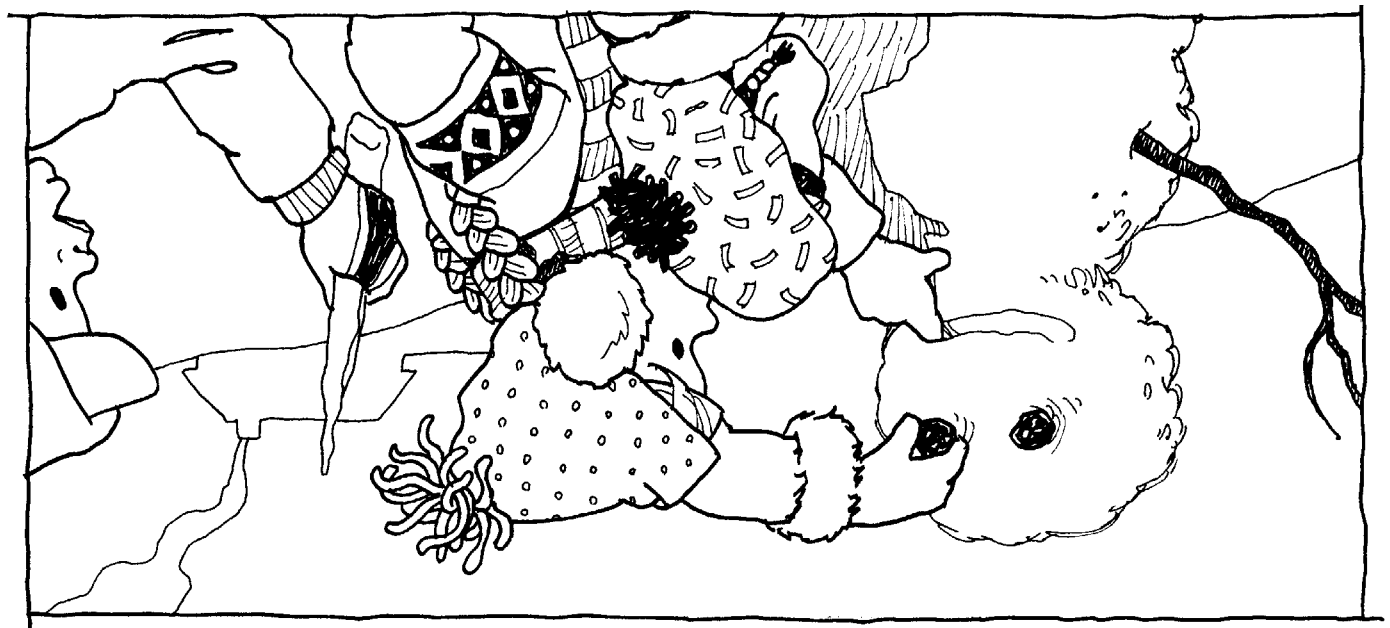


We make arms for the snowman.

7

We make eyes for the snowman.
We make a nose and a mouth.

8



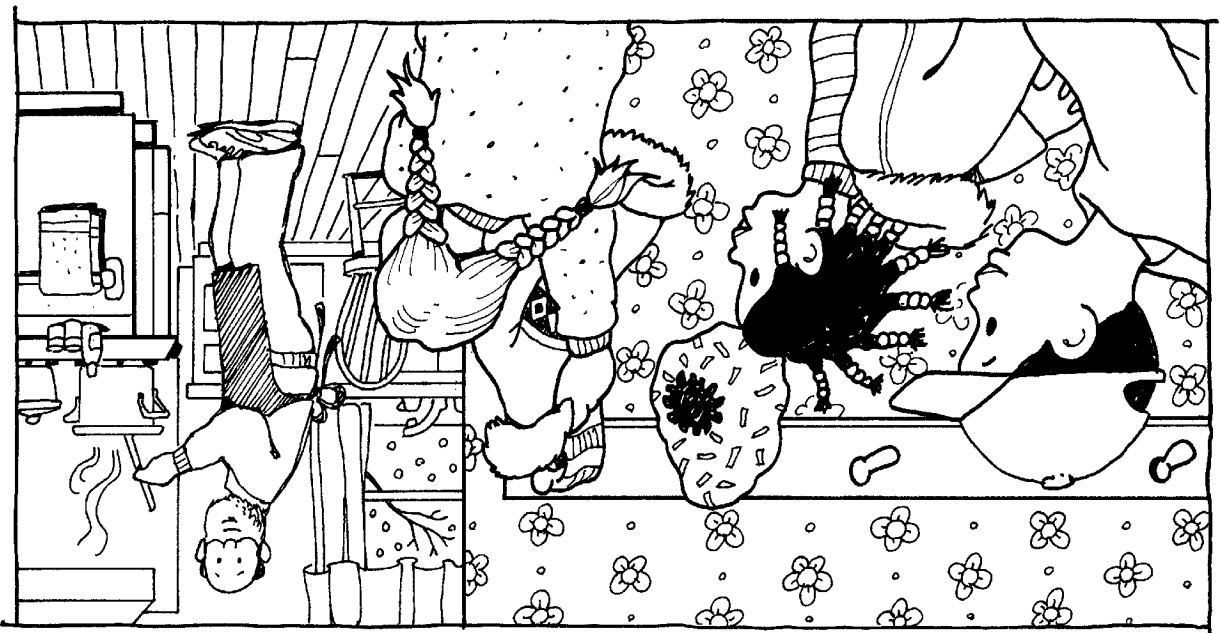


We play with the snowman.

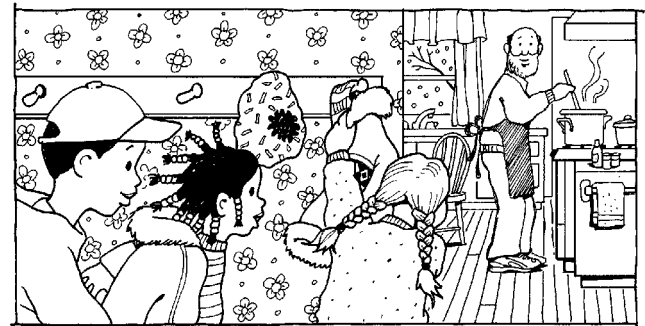
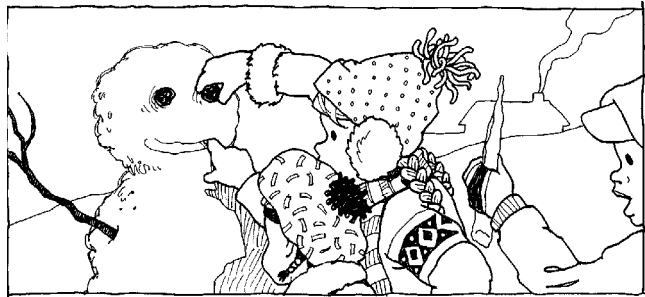
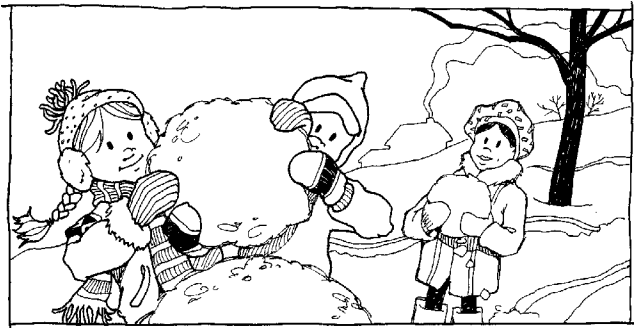
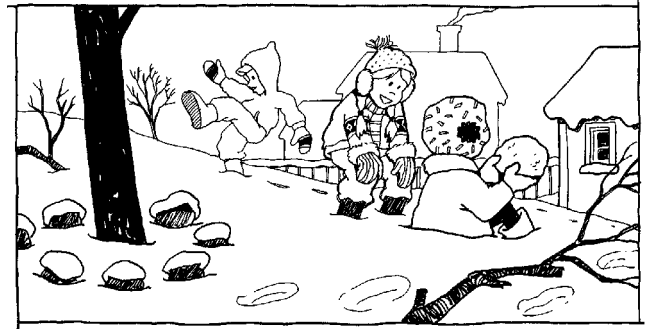
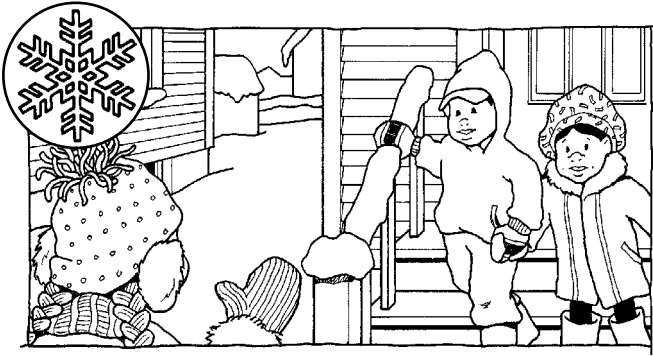
9

We go in the house.
Dad makes hot soup. Yum.

10

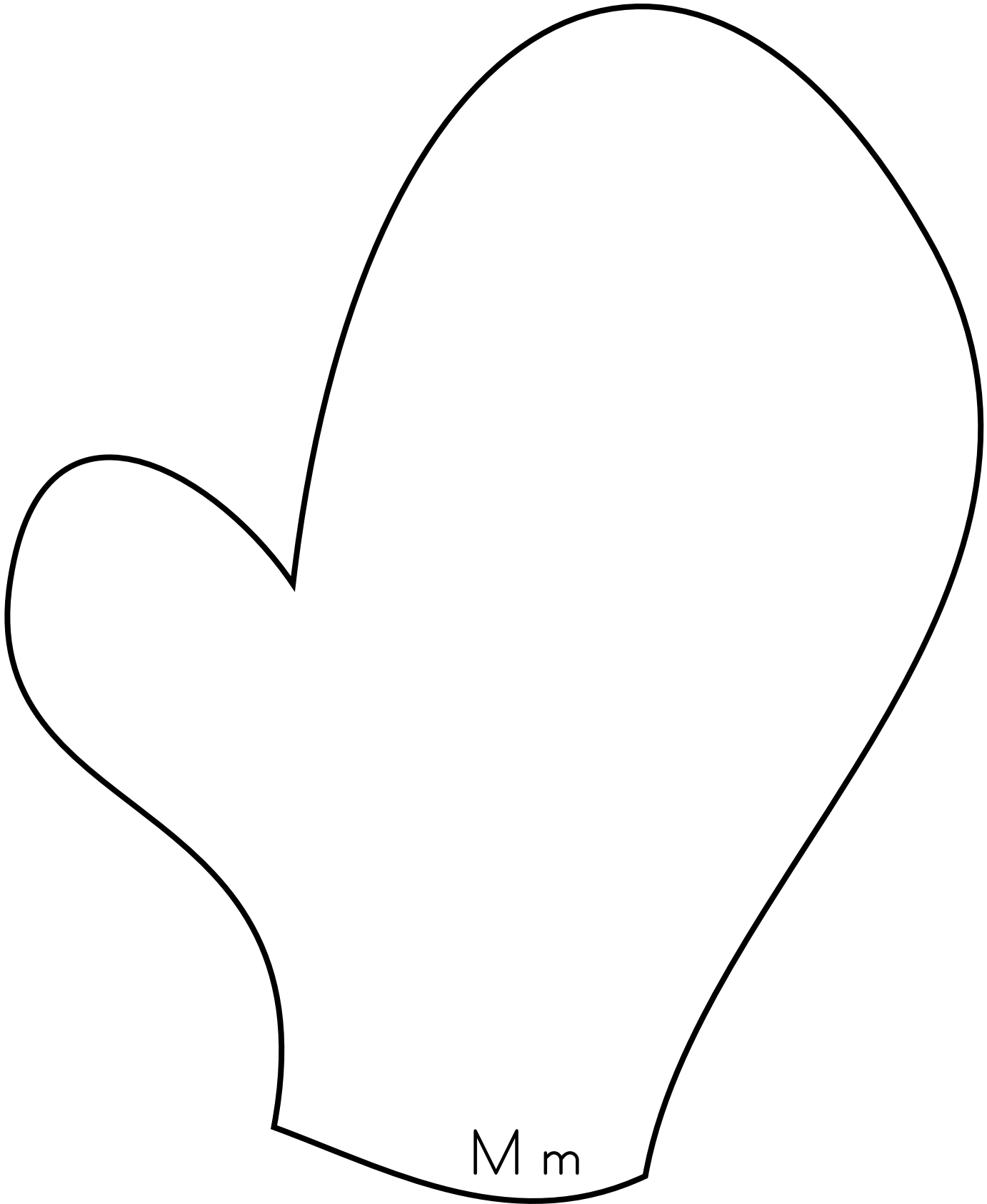


Name _____



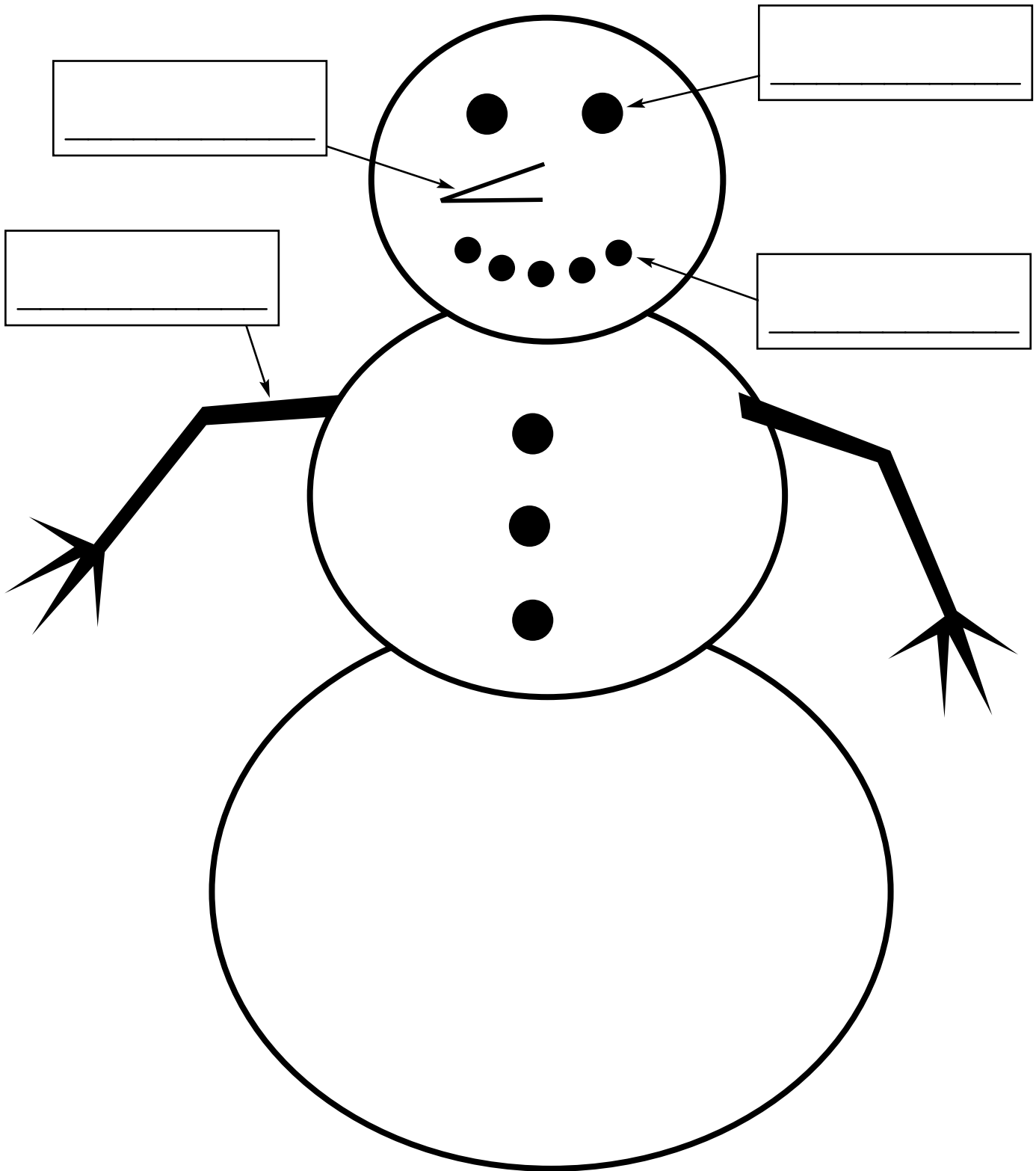
INSTRUCTIONS: Have students use the illustrations from the book to retell the story *We Make a Snowman* to a partner. Remind them to use the words *beginning*, *middle*, and *end* when retelling the story. Have students start their retelling at the snowflake.

Name _____



INSTRUCTIONS: Have students illustrate the snow mitten with objects that begin with the letter *Mm* and the /m/ sound.

Name _____



WE MAKE A SNOWMAN • LEVEL C • 3

SKILL: CONTENT VOCABULARY

INSTRUCTIONS: Have students use the words from the book to label the drawing of the snowman.

Busy At School

A Reading A-Z Level C Leveled Reader

Word Count: 48



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LEVELED READER • C

Busy At School



Written by Brycie Wilson

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Busy At School



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Correlation

LEVEL C	
Fountas & Pinnell	C
Reading Recovery	3-4
DRA	3



The children are busy
at school.



They sing a song.



They paint a picture.



They play a game.



They listen to a story.



They eat snacks.



They share toys.



They count numbers.



They write the ABC's.



The children are busy
at school.

What other things do
they do?

Name _____

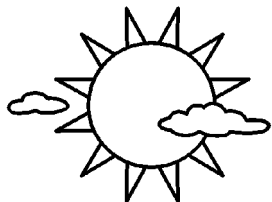
Children in story		I
sing a song	play a game	
paint a picture	share toys	

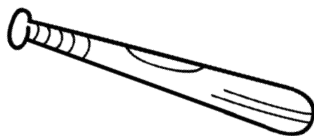


INSTRUCTIONS: Have students cut and paste the image that matches the description about children at school. Have students sketch or write two things about what they do at school.

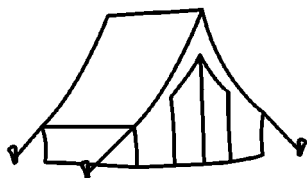
Name _____

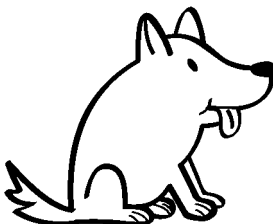
f h s b p n w d t

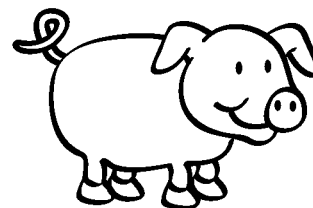


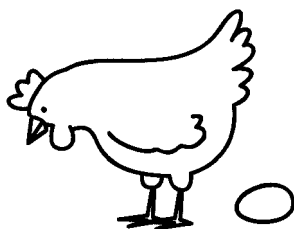


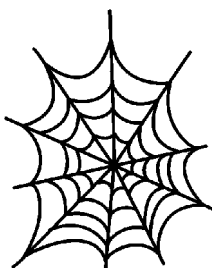


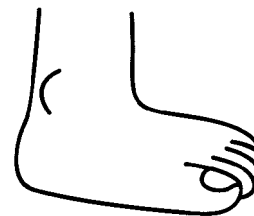












INSTRUCTIONS: Have students choose each picture's initial consonant from the group at the top of the page and write it on the lines provided.

Name _____

the

they

are

a

at

to

INSTRUCTIONS: Have students cut out the vocabulary words to play *My Pile, Your Pile* with a partner.
(See lesson plan for game instructions.)

Rocks

A Reading A-Z Level C Leveled Reader

Word Count: 58

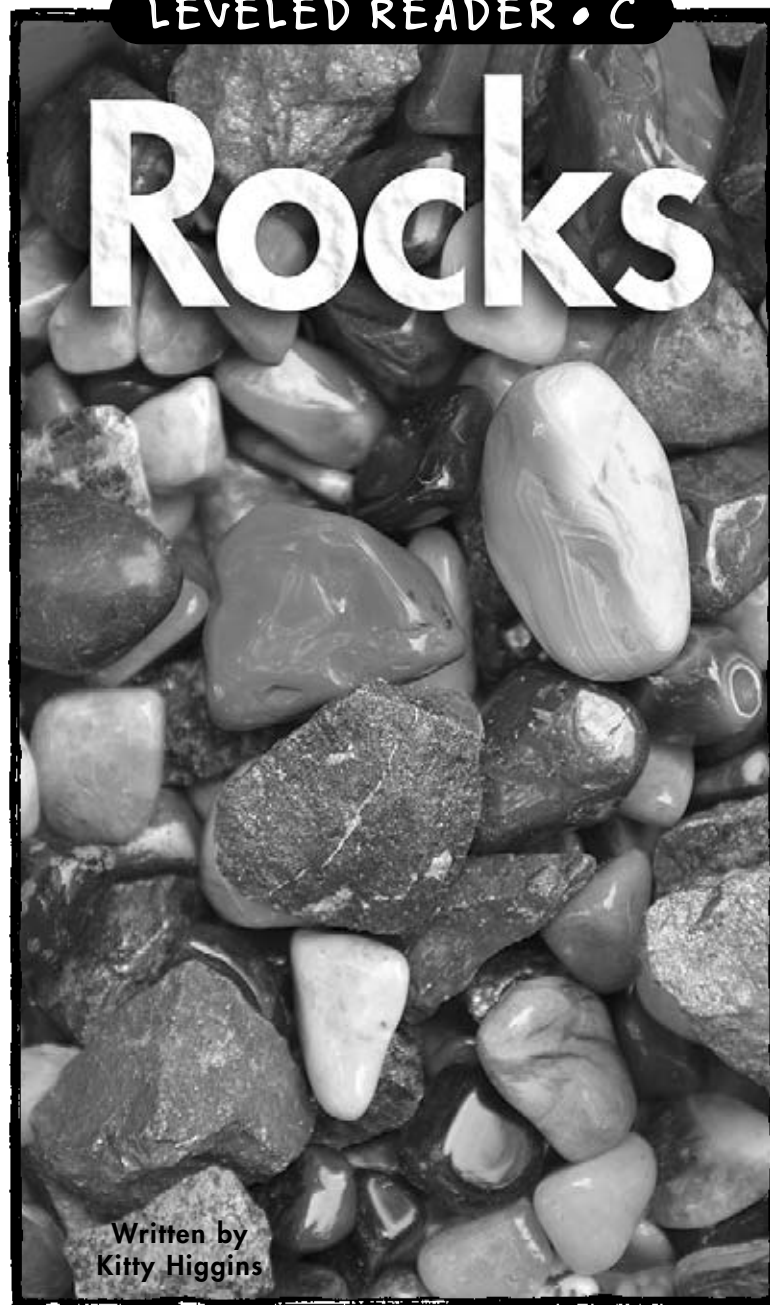


Reading a-z

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LEVELED READER • C

Rocks



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Kitty Higgins

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Rocks



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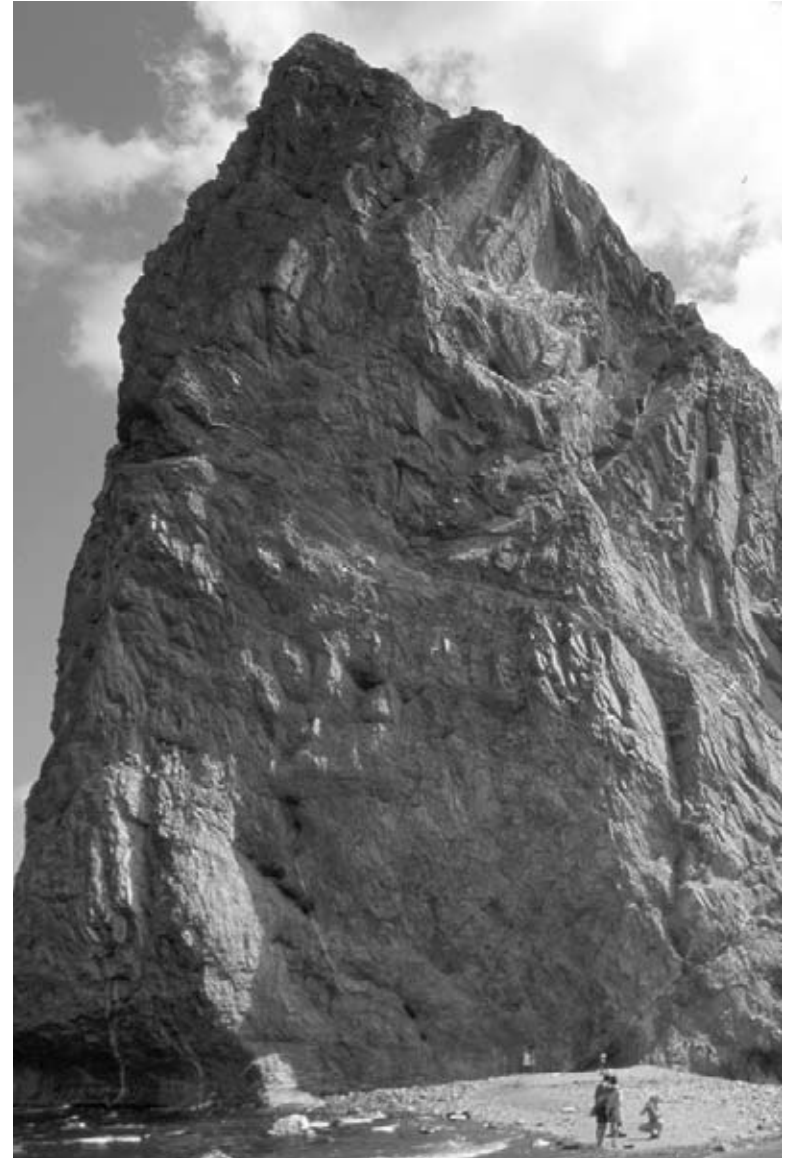
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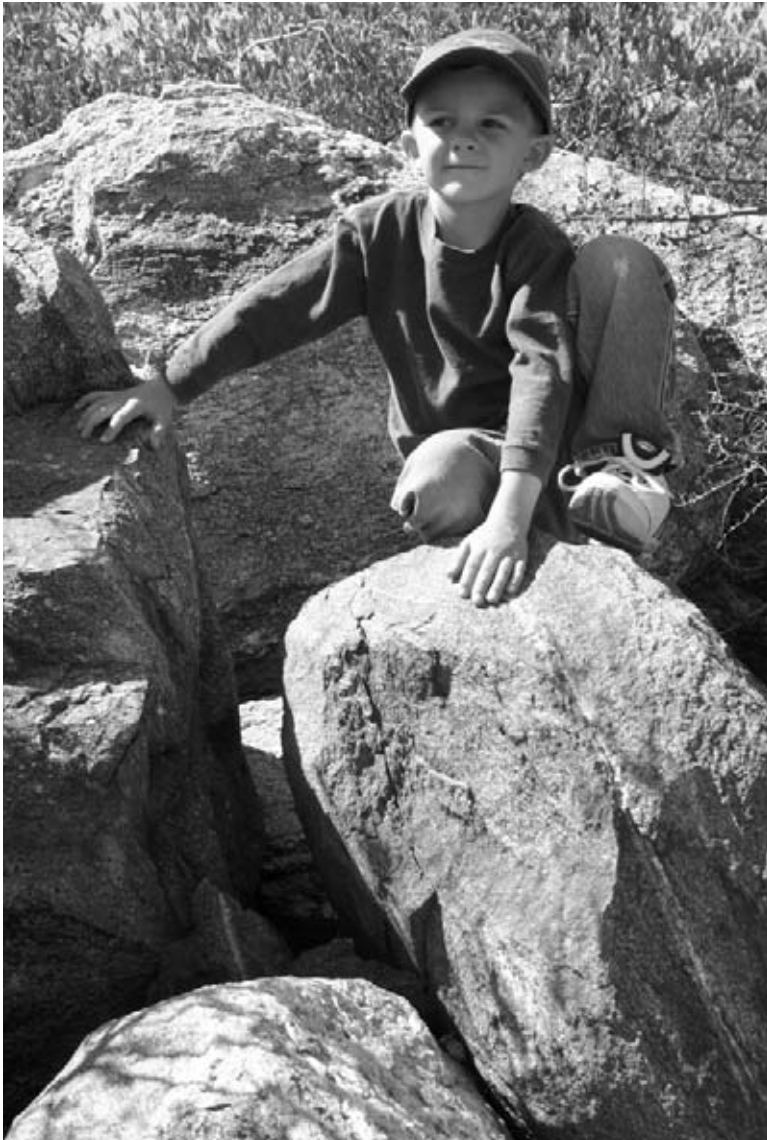
LEVEL C	
Fountas & Pinnell	C
Reading Recovery	3-4
DRA	3



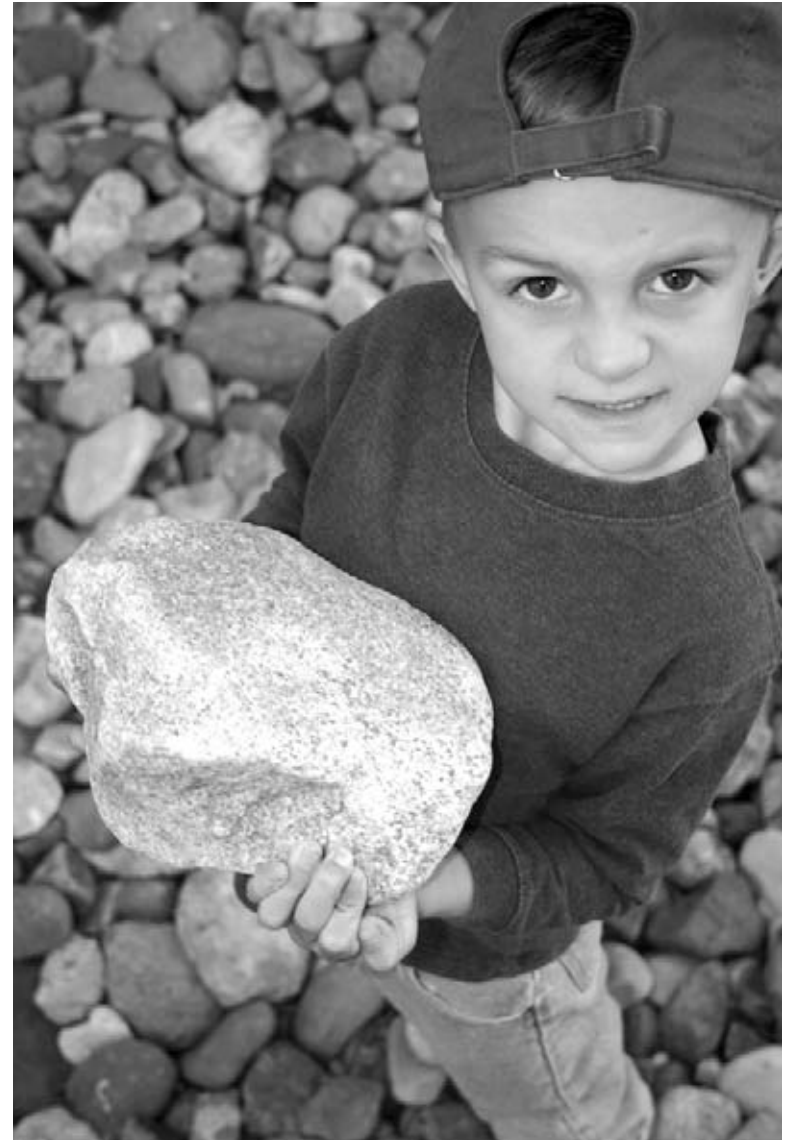
This is a mountain.



A mountain is made
of rock.



This is a boulder.
It broke off the mountain.



This is a stone.
It broke off the boulder.



This is a pebble.
It broke off the stone.



This is sand.
It broke off the pebble.

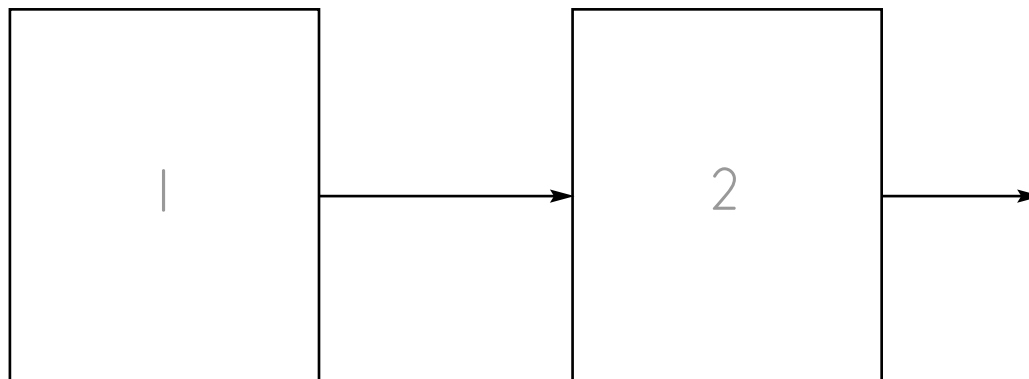


This is dust.

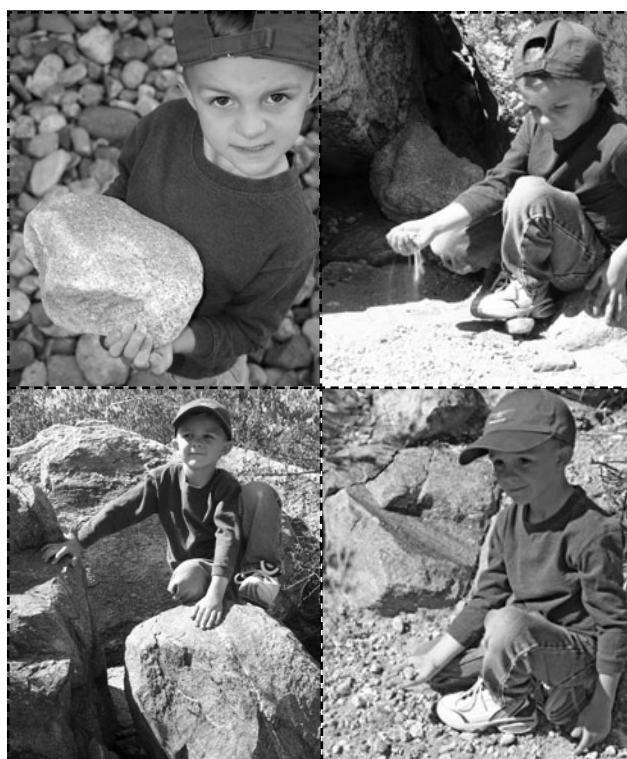
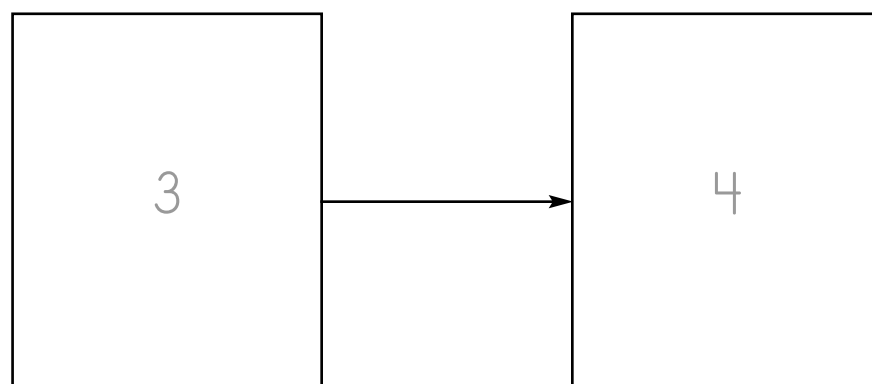


Dust is the tiniest piece
of rock.
Dust is everywhere.

Name _____



ROCKS • LEVEL C • 1



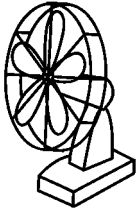
SKILL: SEQUENCE EVENTS

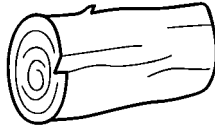
INSTRUCTIONS: Have students cut out the pictures and paste them in order from the largest rock to the smallest rock.

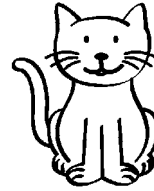
Name _____

Reading a-z

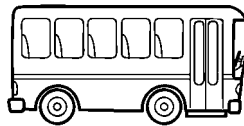
t w d s c m h l r f j b







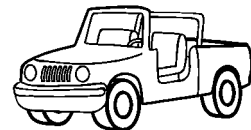


















ROCKS • LEVEL C • 2

SKILL: INITIAL CONSONANTS

INSTRUCTIONS: Name the pictures with students: *rock, log, cat, jeep, bus, sun, dog, man, top, wig, fan, hat*. Have students write the beginning sound of each word, choosing from the consonants at the top of the page.

Name _____

This is a It the off



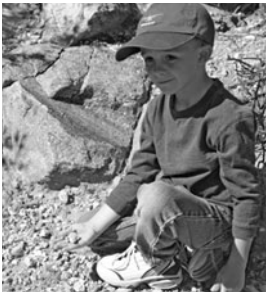
_____ is a rock.



This is _____ mountain.



This _____ dust. _____ is the smallest rock.



The pebble broke off _____ stone.

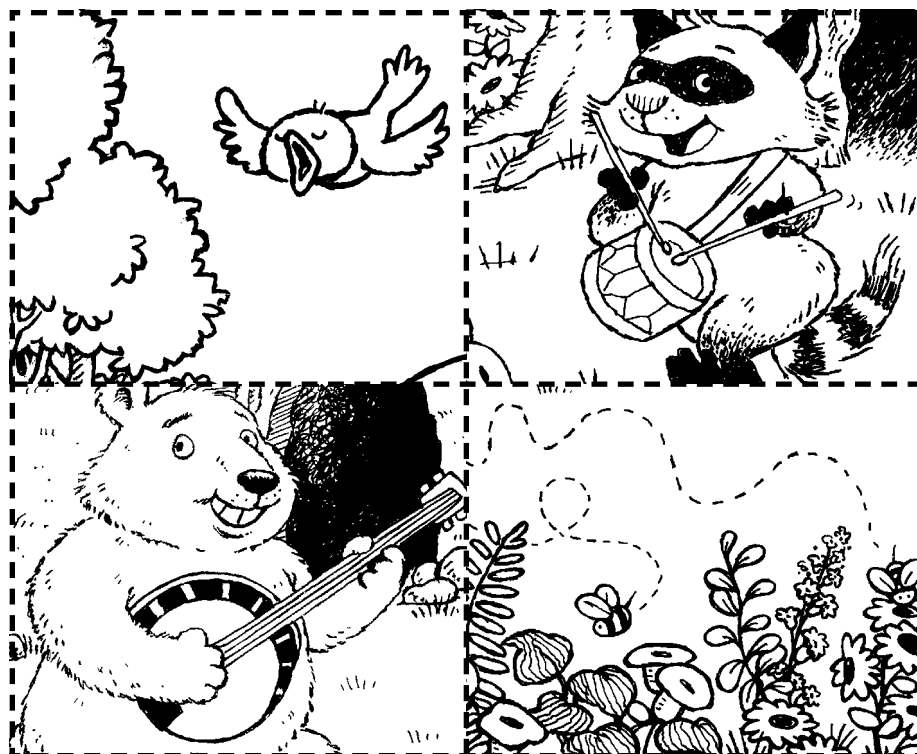


The sand broke _____ the pebble.

INSTRUCTIONS: Read the high-frequency words together. Have students select the appropriate high-frequency word to complete each sentence that follows.

Name _____

Real	Make-Believe



INSTRUCTIONS: Have students cut out the pictures and paste them in the appropriate column.

Name _____

f

r

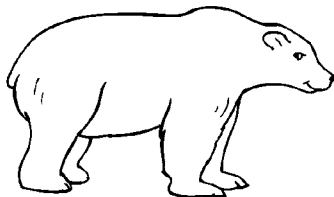
b

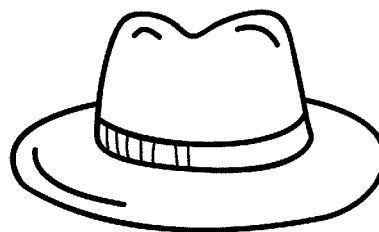
h

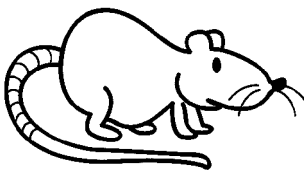
w

j

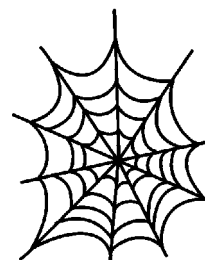


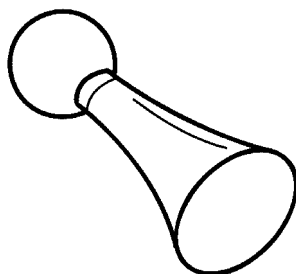


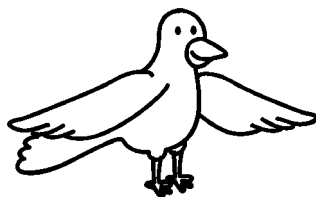














INSTRUCTIONS: Name the pictures with students: *foot, bear, hat, rat, jar, web, horn, bird, wave*. Have students choose from the consonants at the top to write the beginning sound of each word.

Name _____

“_____ spring!” said Woodchuck.
I’ll It’s

“_____ jam!” said Woodchuck.
Let’s I’m

“_____ play my banjo,” said Bear.
I’m I’ll

Rabbit said, “_____ play my flute.”
I’ll Let’s

“_____ play my drums,” said Raccoon.
It’s I’ll

“_____ sing,” said Fox. “_____ jam!”
I’m I’ll Let’s It’s

INSTRUCTIONS: Read the sentences and contraction choices. Have students circle the contraction that best fits with the character’s statement in The Woodsy Band Jam.

The Woodsy Band Jam

A Reading A-Z Level C Leveled Reader

Word Count: 63



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LEVELED READER • C

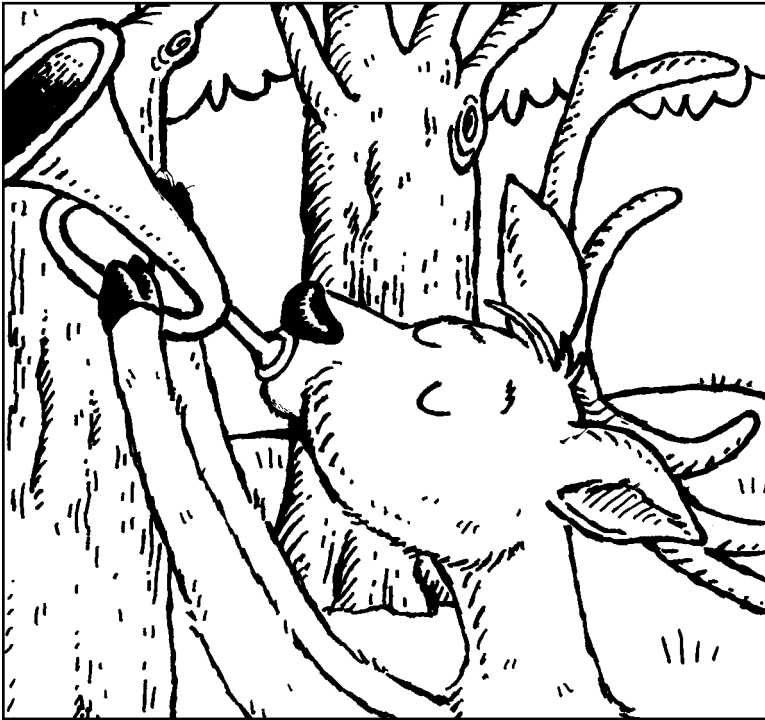
The Woodsy Band Jam



Written by Pam Bull
Illustrated by Angela Kamstra-Jacobson

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The Woodsy Band Jam



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Illustrated by Angela Kamstra-Jacobson

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The Woodsy Band Jam
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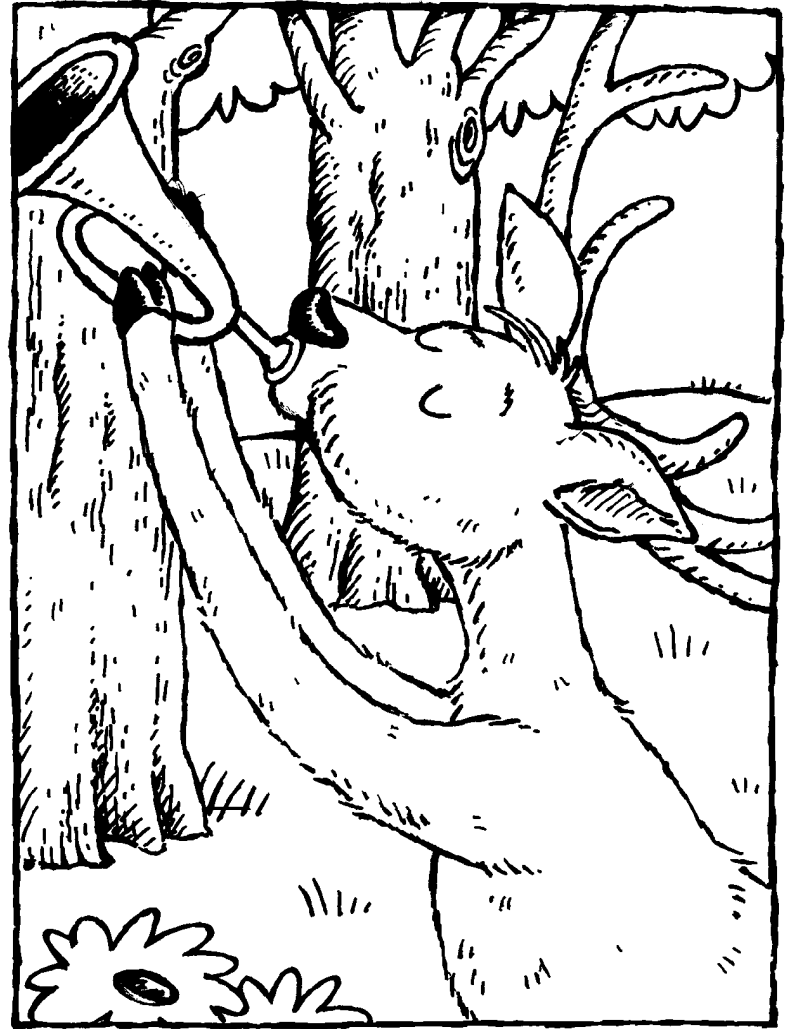
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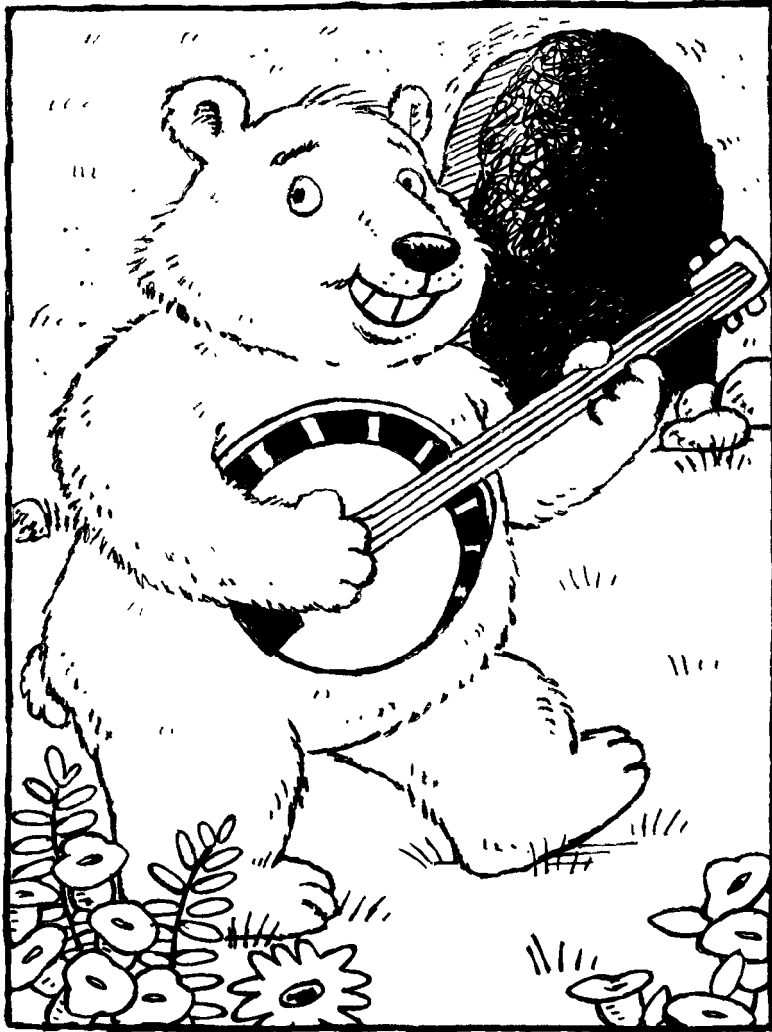
LEVEL C	
Fountas & Pinnell	C
Reading Recovery	3-4
DRA	3



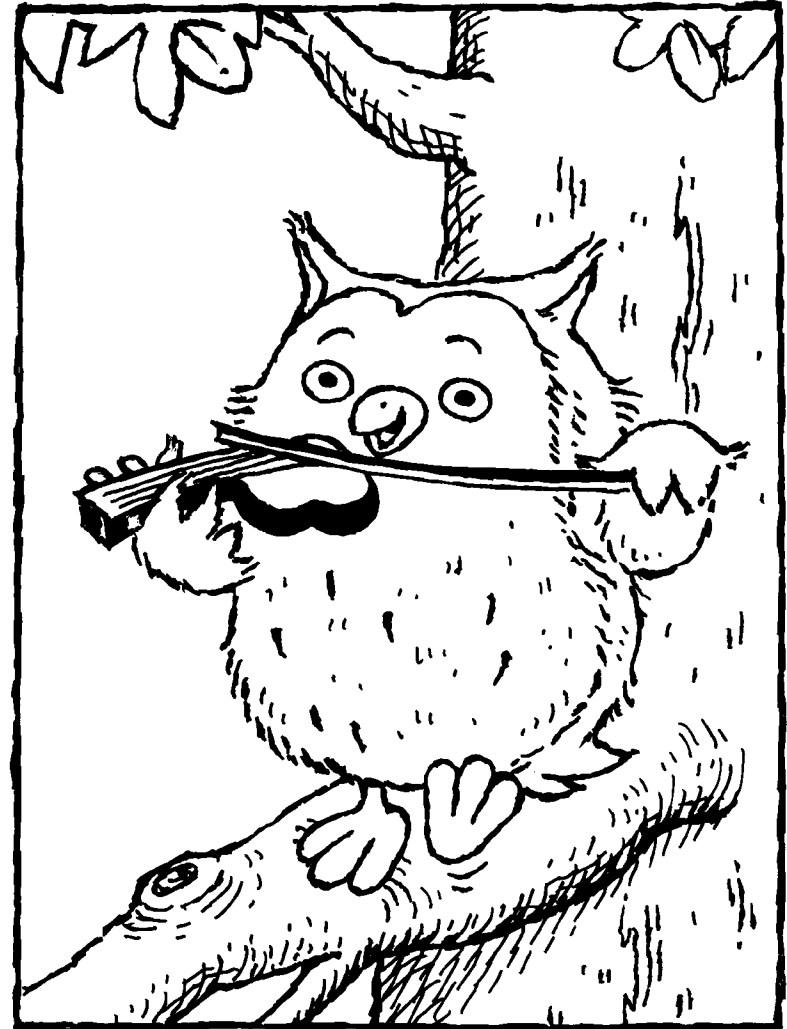
"Spring is here,"
said Woodchuck.
"Let's jam!" he said.



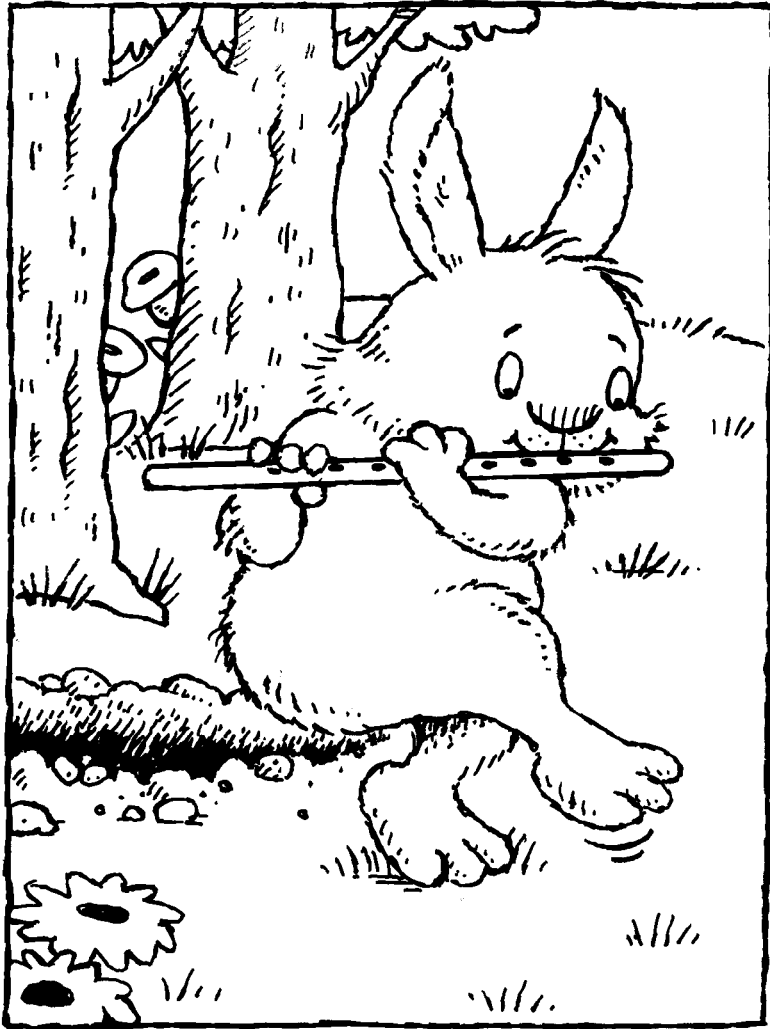
Out came Elk.
"I'll play my horn,"
said Elk.



Out came Bear.
"I'll play my banjo,"
said Bear.



Out came Owl.
"I'll play my fiddle,"
said Owl.



Out came Rabbit.
"I'll play my fife,"
said Rabbit.



Out came Raccoon.
"I'll play my drum,"
said Raccoon.



Out came Fox.
"I'll sing," said Fox.

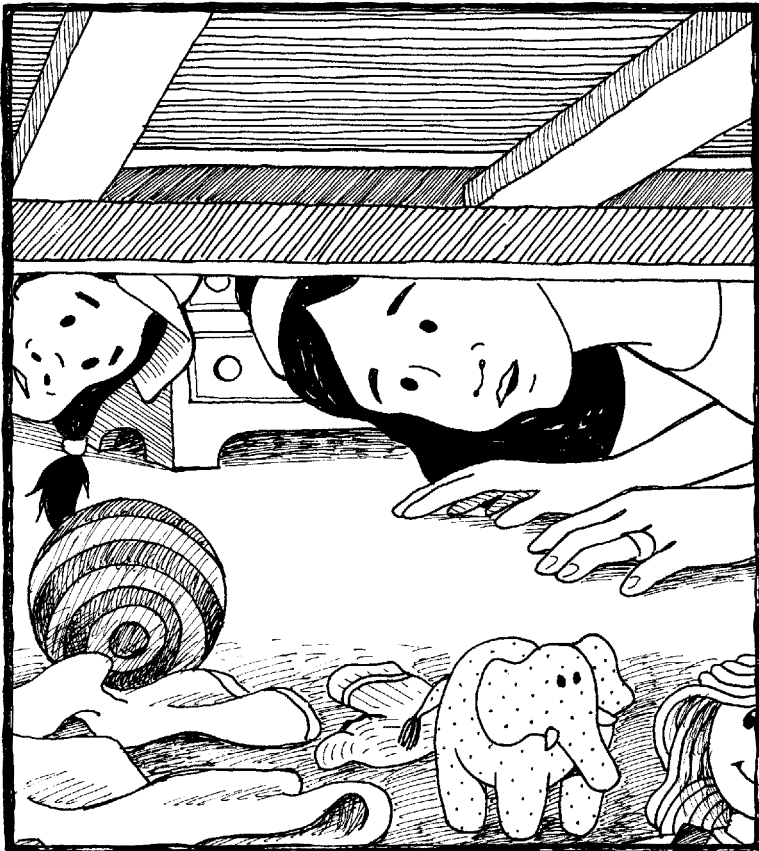


"Let's jam!"

I Looked Everywhere

A Reading A-Z Level C Leveled Reader

Word Count: 59




Reading a-z

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LEVELED READER • C

I Looked Everywhere



Written by Elizabeth Strauss
Illustrated by John Kastner

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I Looked Everywhere



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I Looked Everywhere
Level C Leveled Reader
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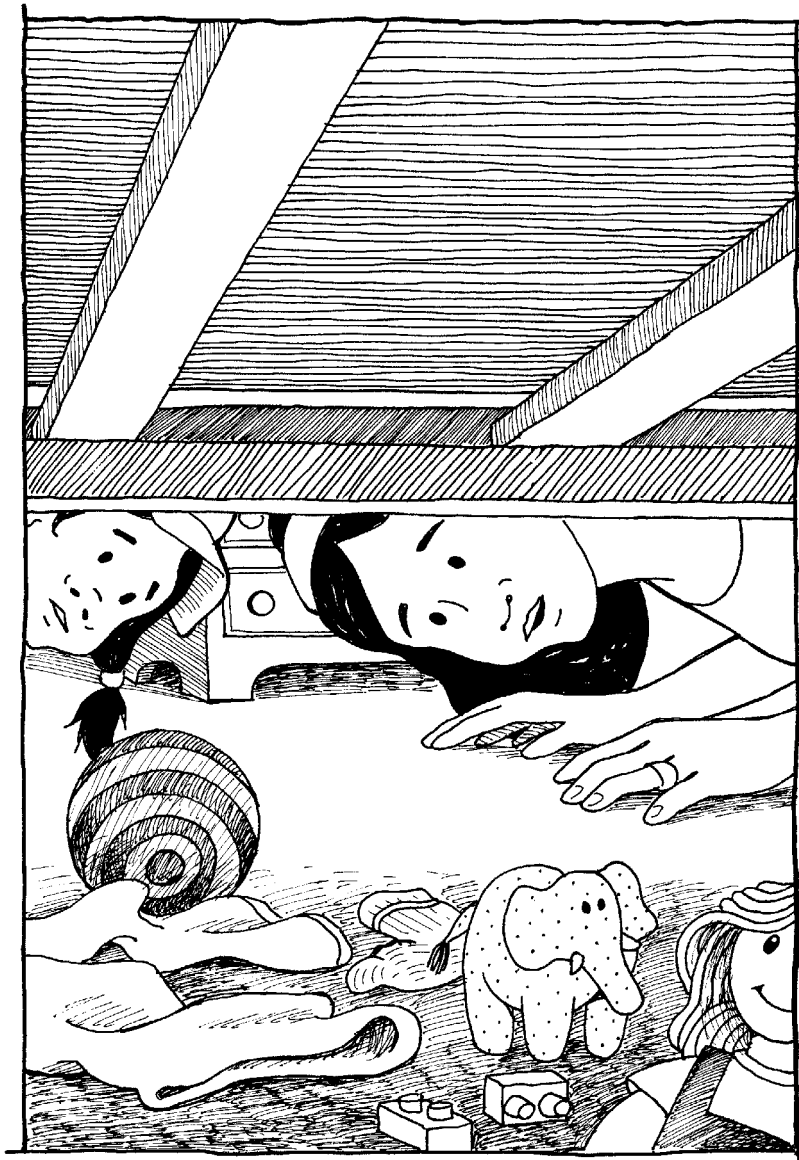
LEVEL C	
Fountas & Pinnell	C
Reading Recovery	3-4
DRA	3



Did you look for
your shoe?



I looked everywhere.
My shoe is not there.



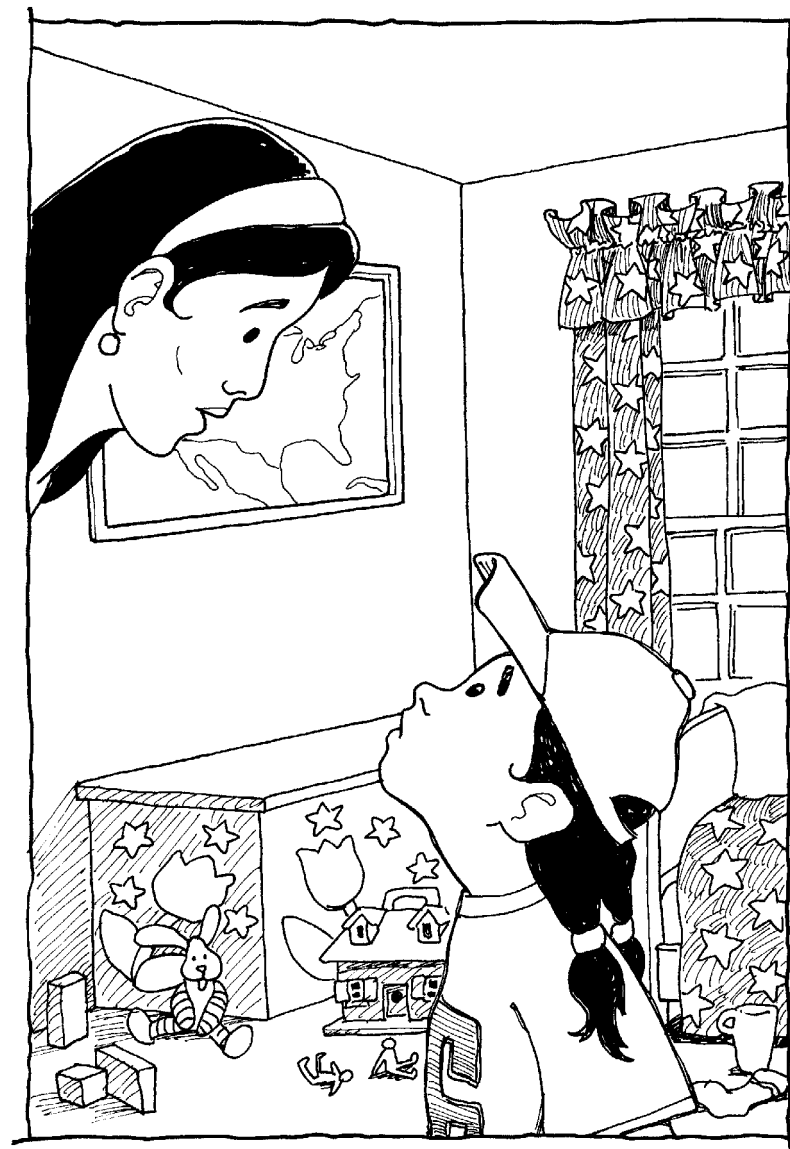
Did you look under
the bed?



I looked everywhere.
My shoe is not there.



Did you look in your
toy box?



I looked everywhere.
My shoe is not there.



Did you look in
your closet?

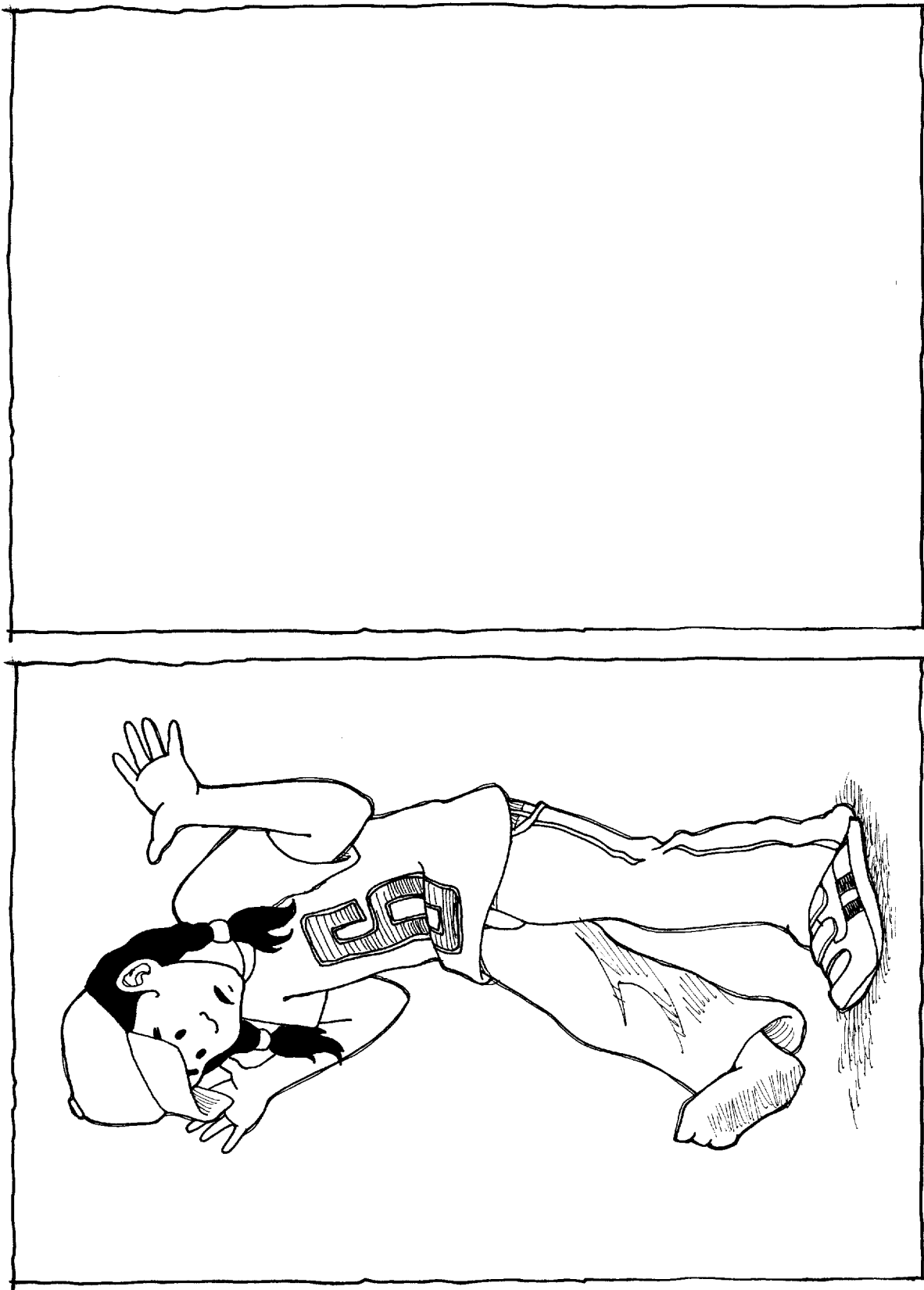


Oh, no!
I did not look everywhere.
I did not look there.

Name _____

Solution

Problem



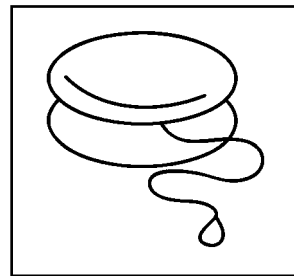
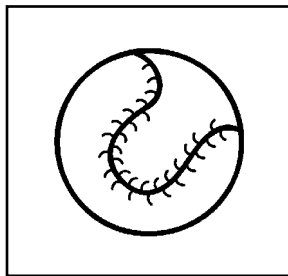
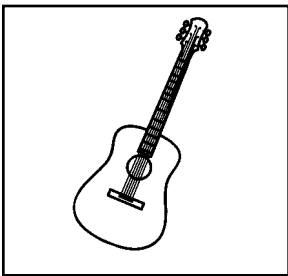
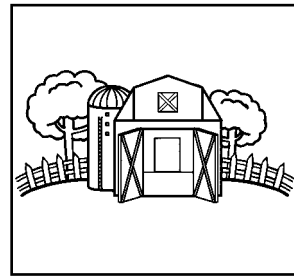
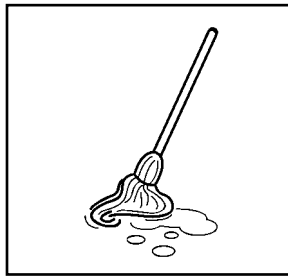
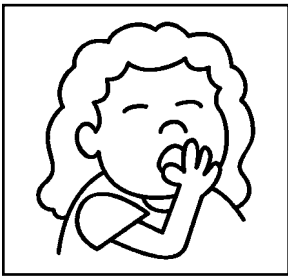
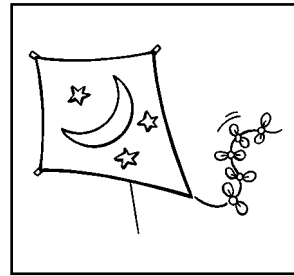
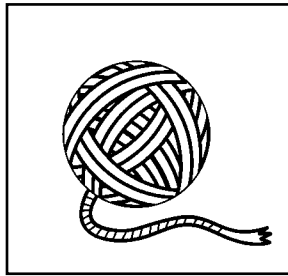
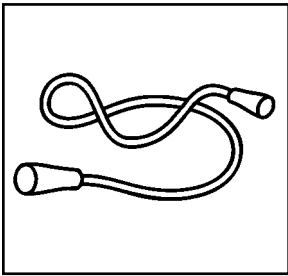
I LOOKED EVERYWHERE • LEVEL • C • 1

SKILL: PROBLEM AND SOLUTION

Instructions: Have students draw a picture to describe the solution in the story *I Looked Everywhere*.

Name _____

Yy



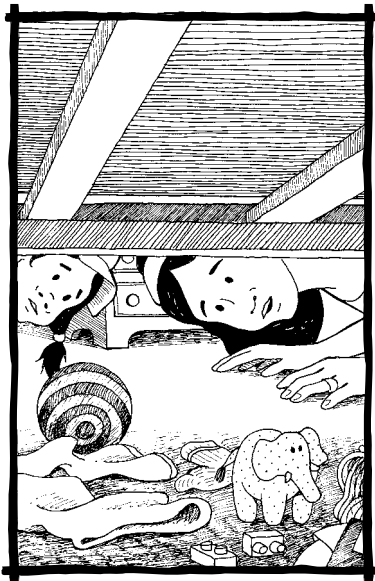
I LOOKED EVERYWHERE • LEVEL C • 2

SKILL: INITIAL CONSONANT Yy

Instructions: Name the pictures with students and have them listen to the initial sound in each word. Then have them write the letters Y and y on the line below each picture that begins with the /y/ sound.

Name _____

Did you look under the bed

☐

I looked everywhere

☐

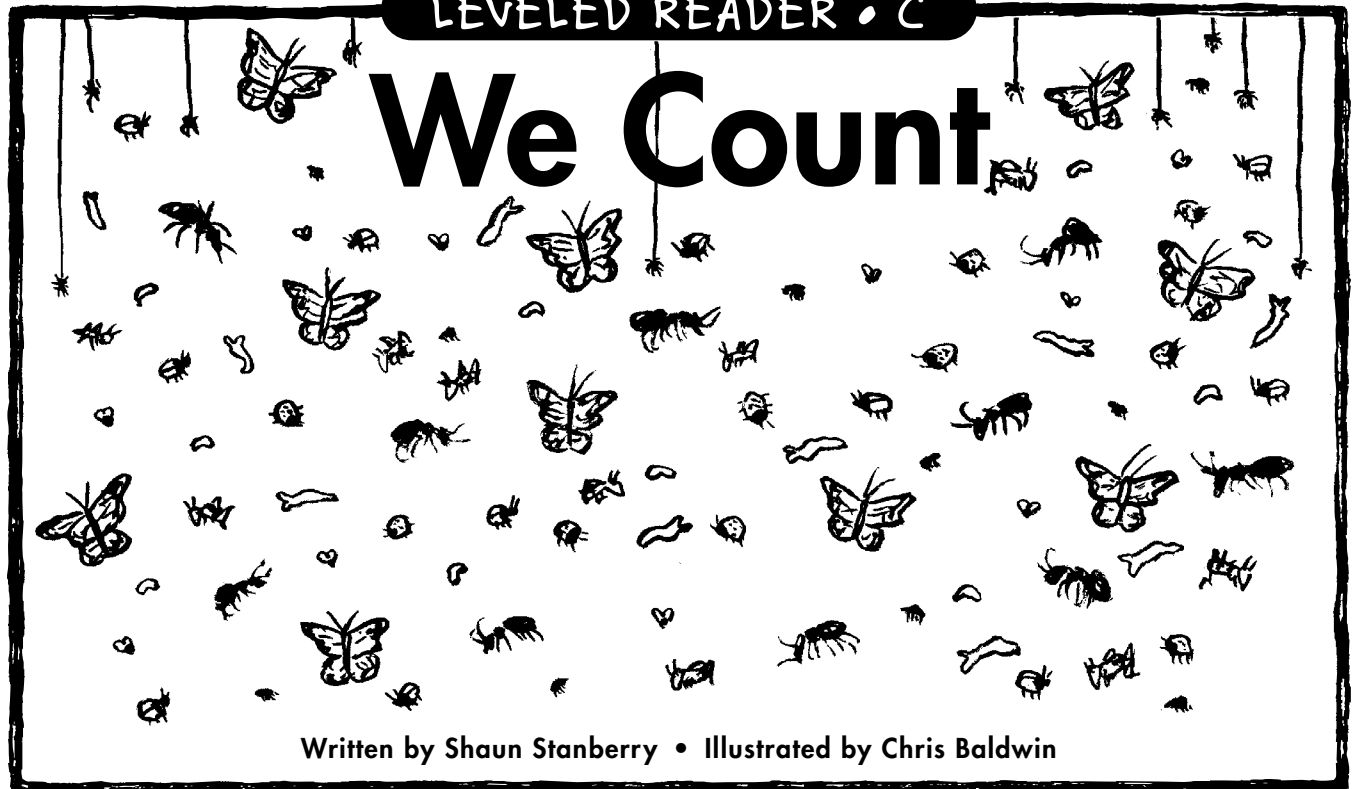
I did not look there

☐

Instructions: Read each sentence aloud to students. Then have them place a period or question mark at the end of each sentence. Then have them practice reading the questions and statements to a partner.

LEVELED READER • C

We Count



Written by Shaun Stanberry • Illustrated by Chris Baldwin

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We Count

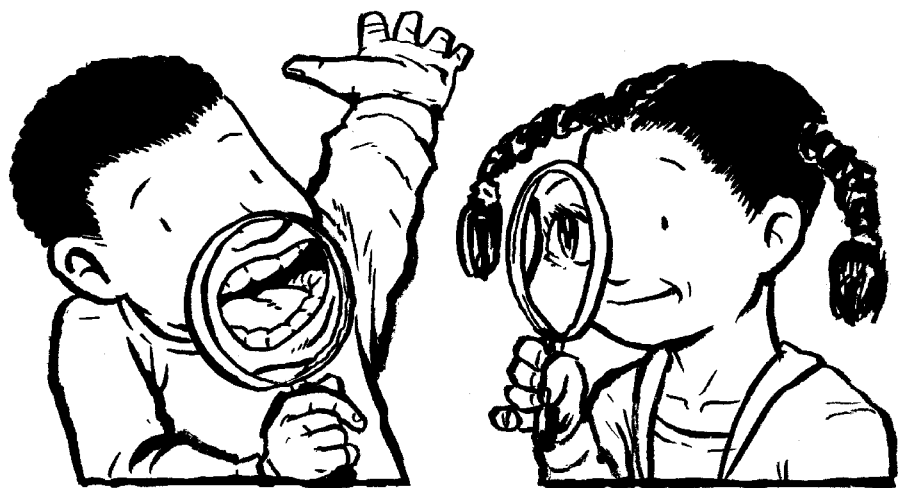
A Reading A-Z Level C Leveled Reader • Word Count: 51



Reading a-z

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We Count



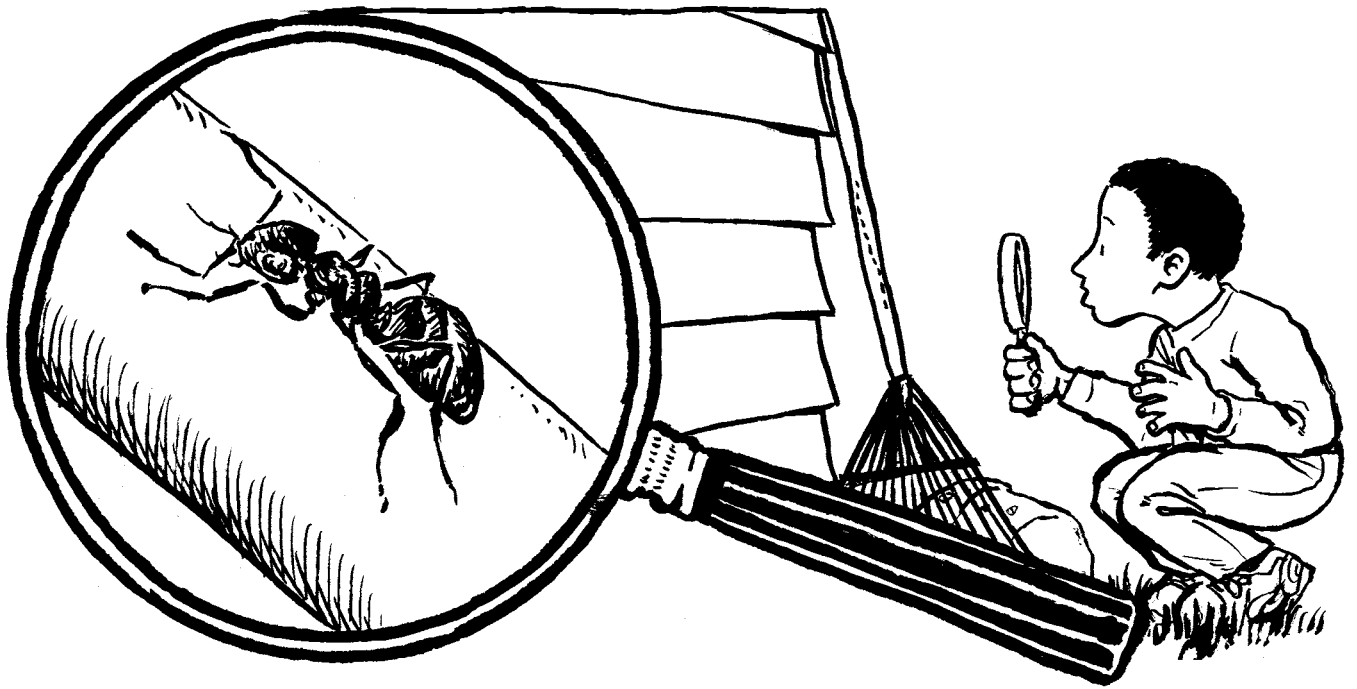
Written by Shaun Stanberry
Illustrated by Chris Baldwin

www.readinga-z.com

3	DRA
3-4	Reading Recovery
C	Fountas & Pinnell

Correlation
LEVEL C

We Count
Level C Leveled Reader
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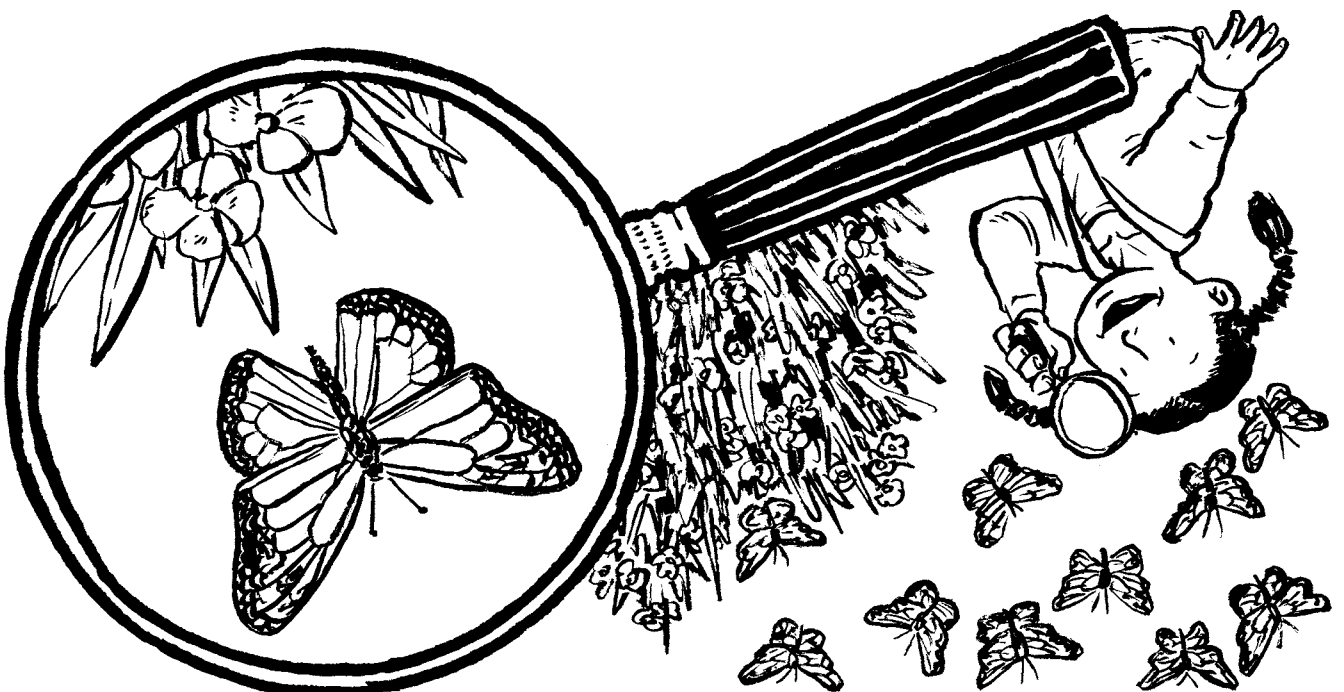


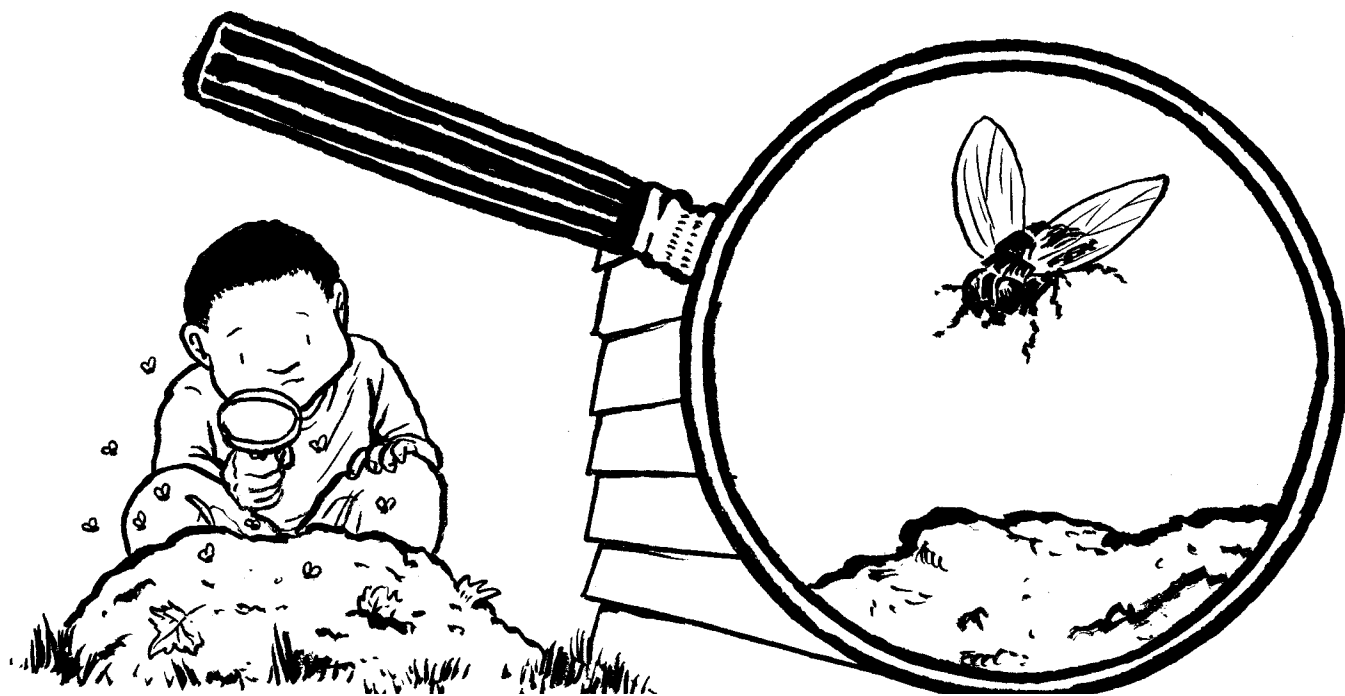
I can count ten ants.

3

You can count ten butterflies.

4



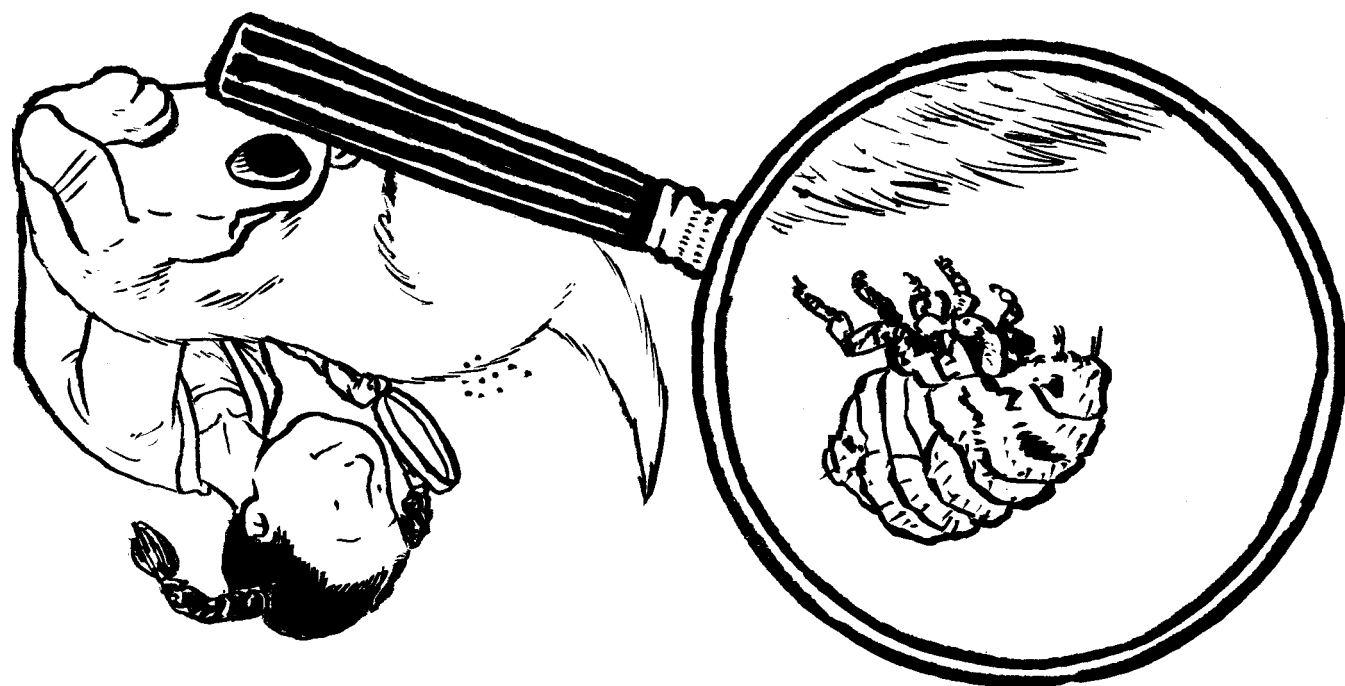


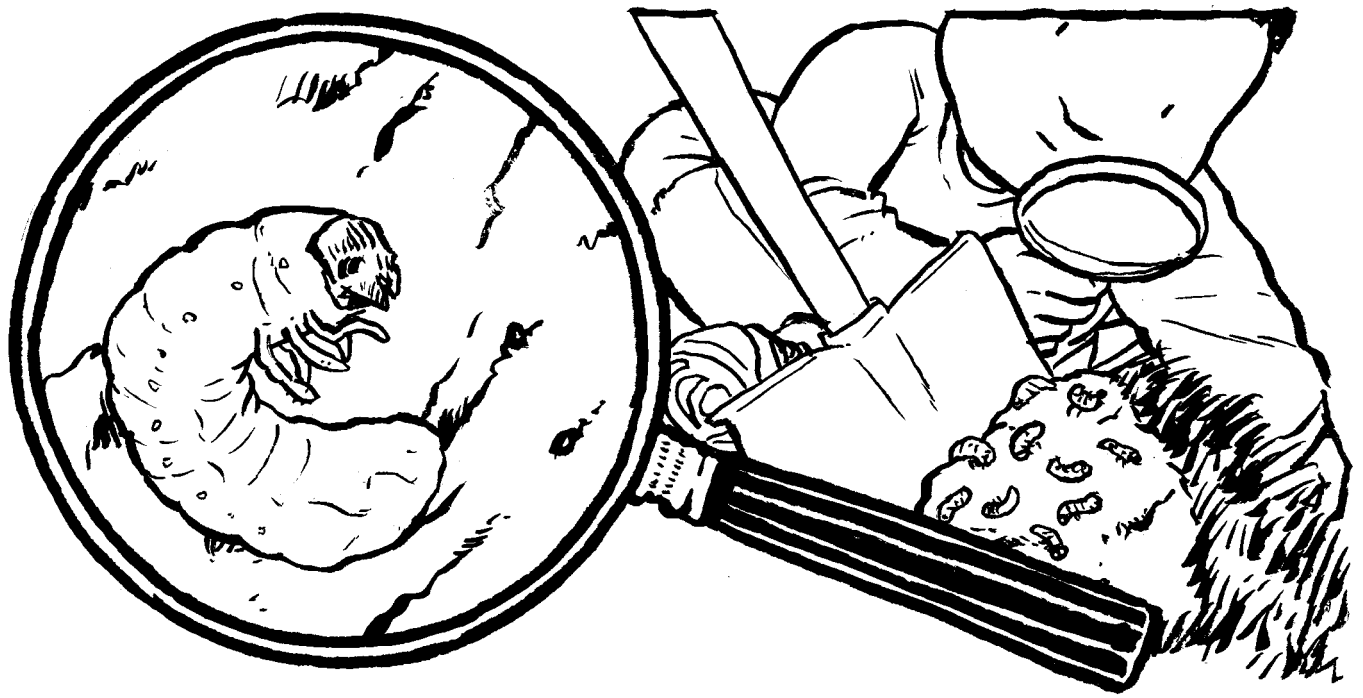
I can count ten flies.

5

You can count ten fleas.

6



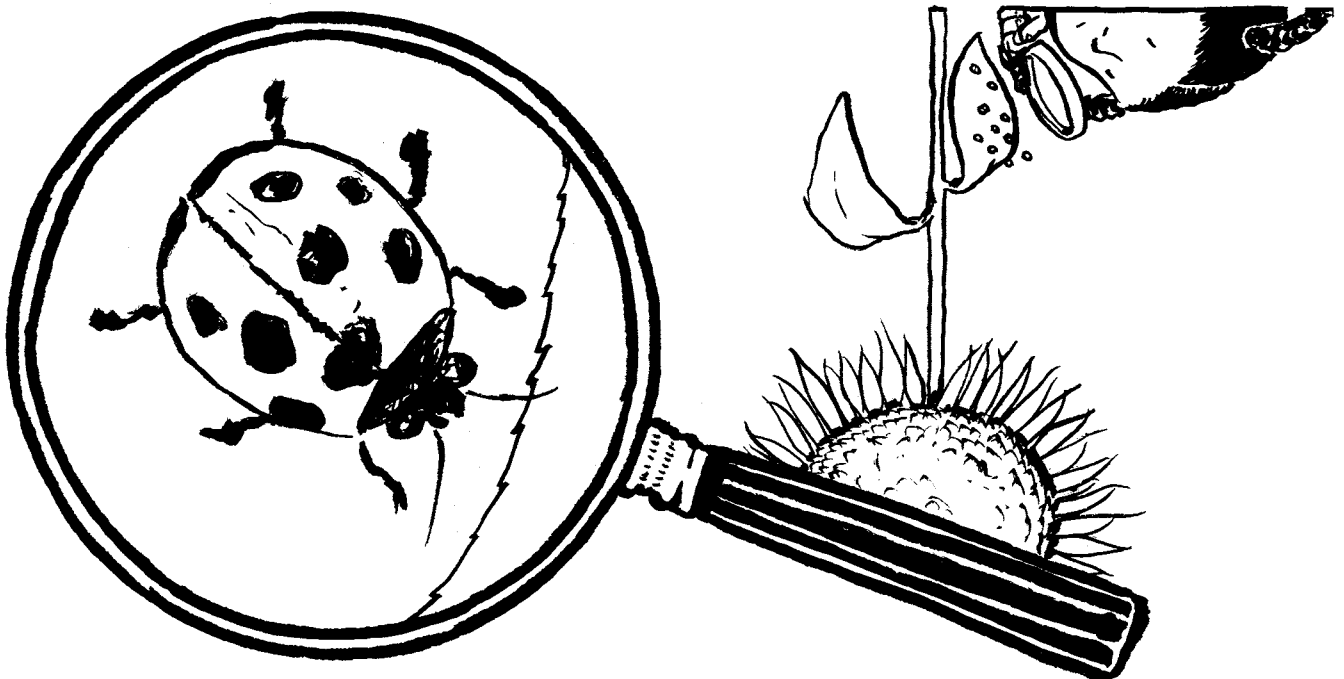


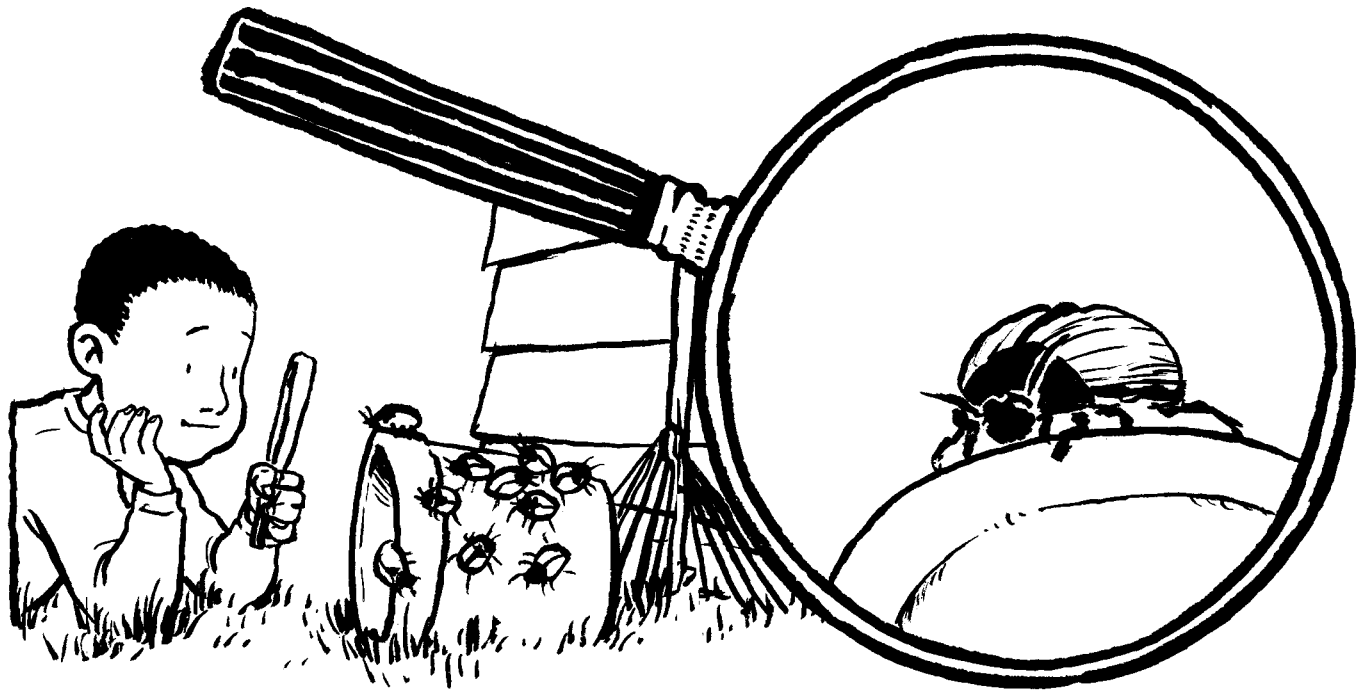
I can count ten grubs.

7

You can count ten ladybugs.

8



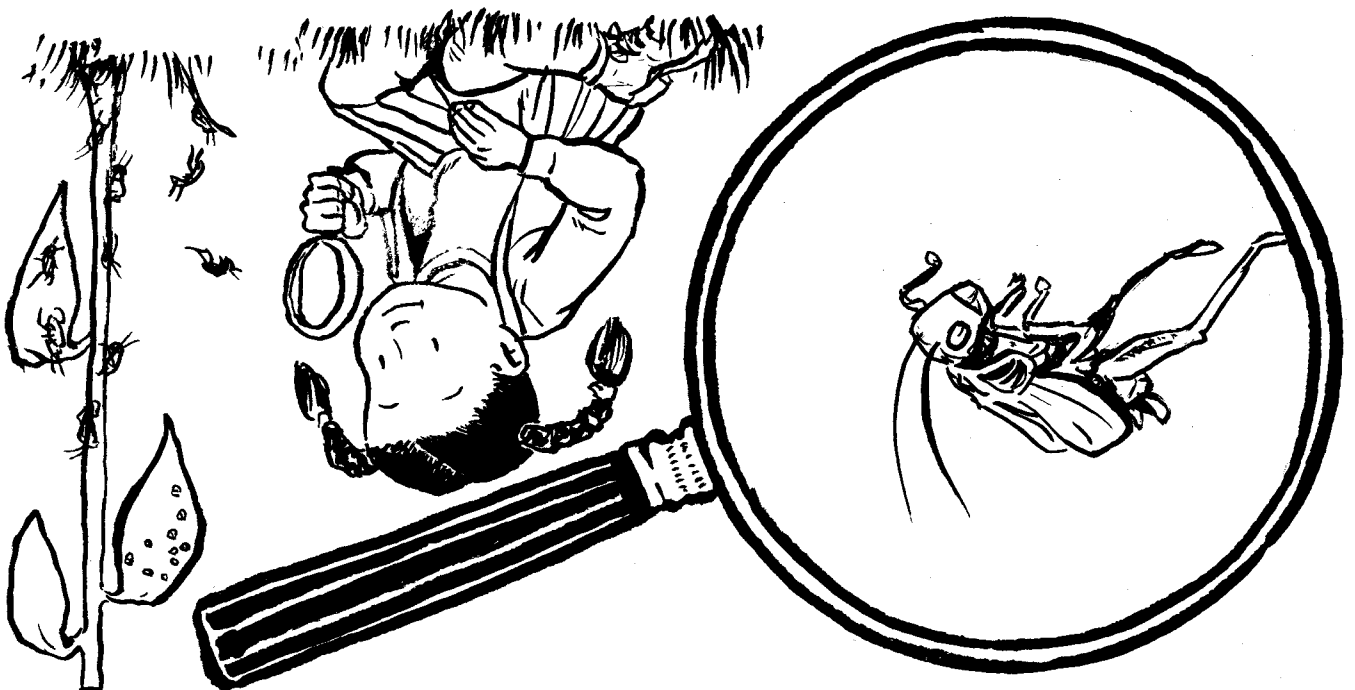


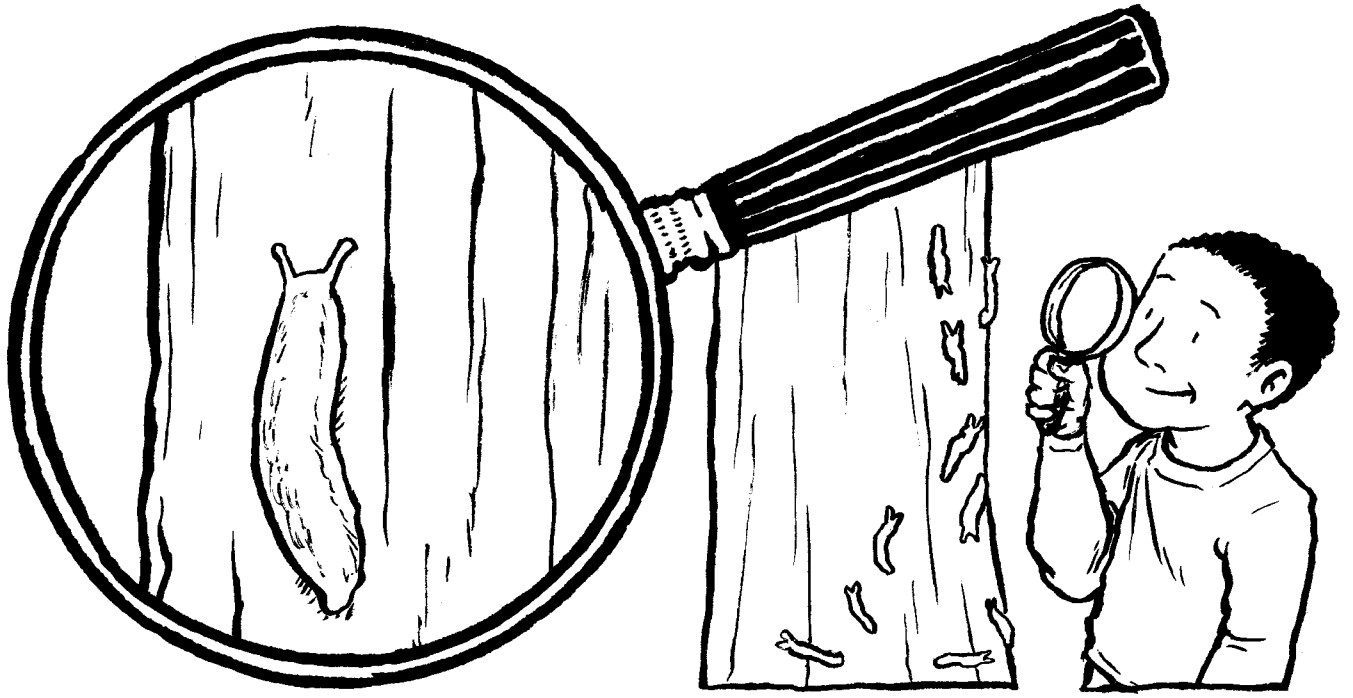
I can count ten beetles.

9

You can count ten crickets.

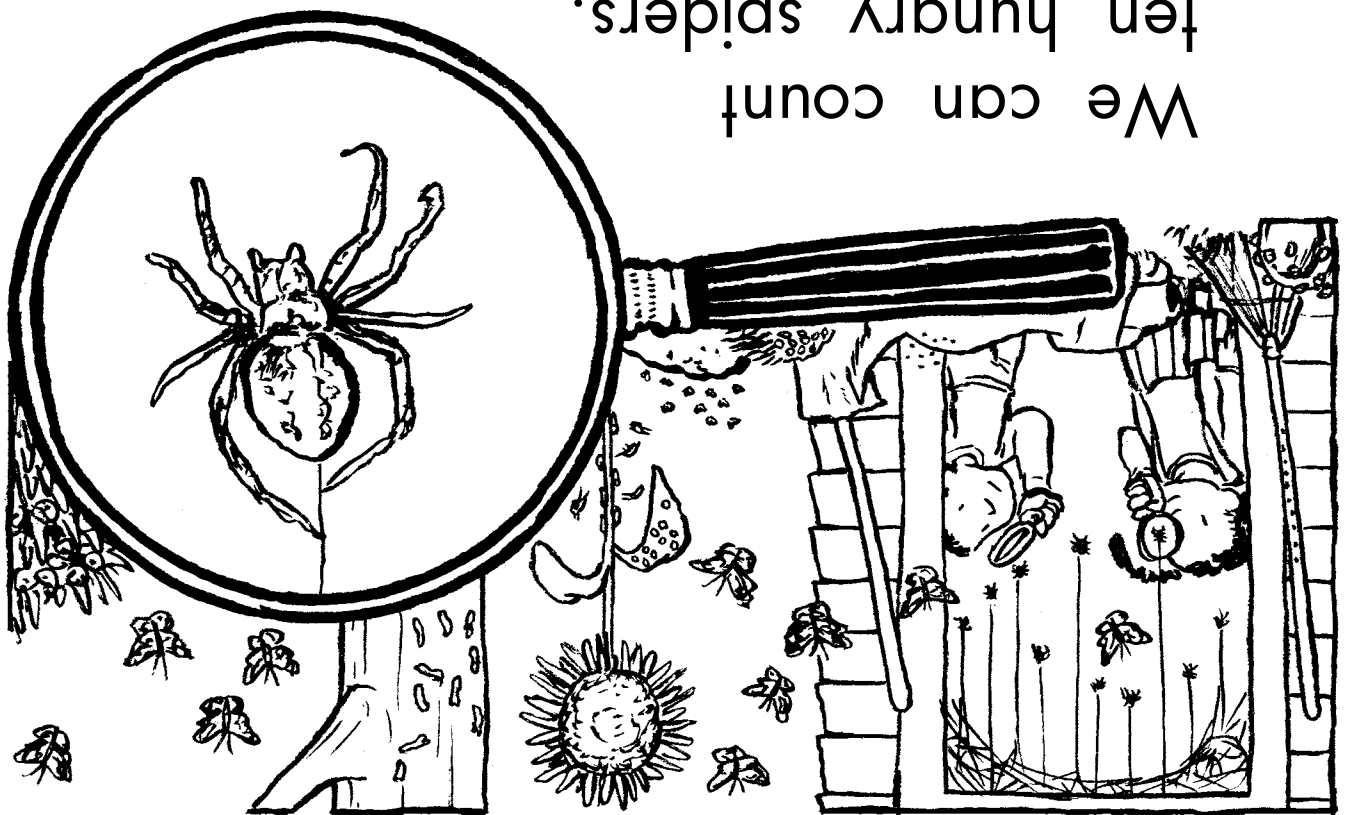
10





I can count ten slugs.

11

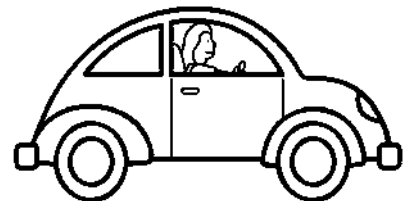
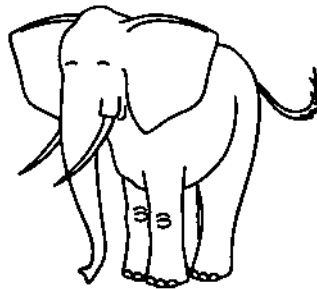
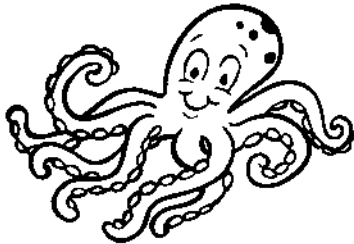
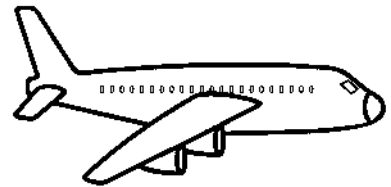
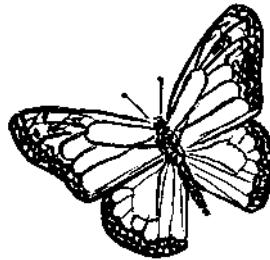
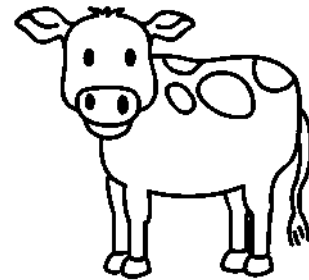
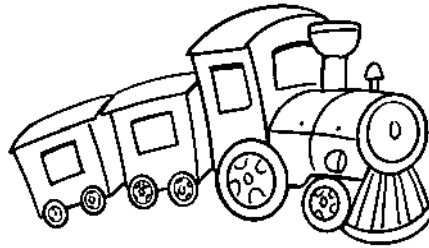
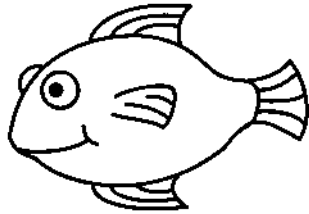
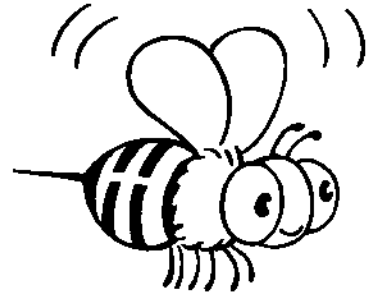
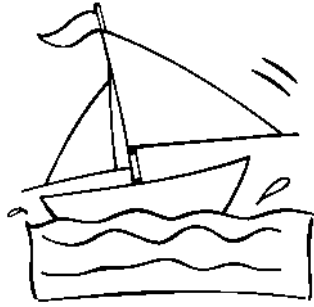
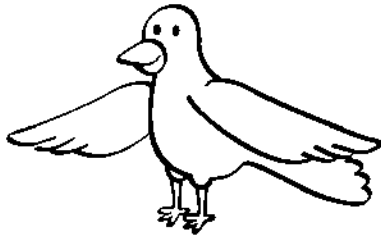


We can count
ten hungry spiders.

12

Name _____

Reading a-z

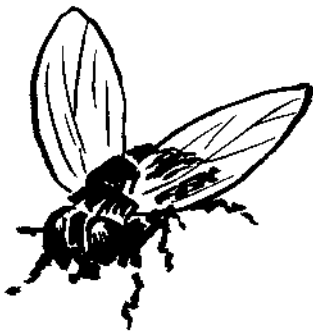
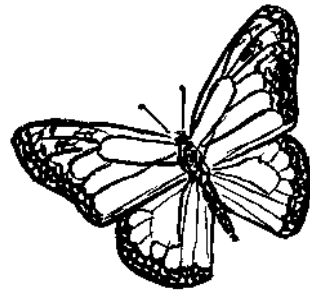
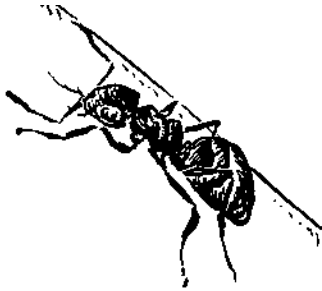


WE COUNT • LEVEL C • 1

SKILL: PICTURE CARDS

Instructions: Cut apart the pictures. Show students how to sort.

Name _____



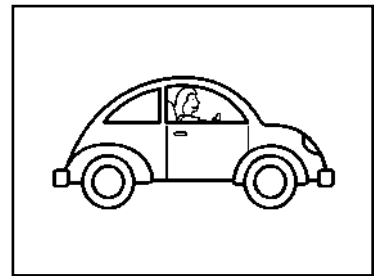
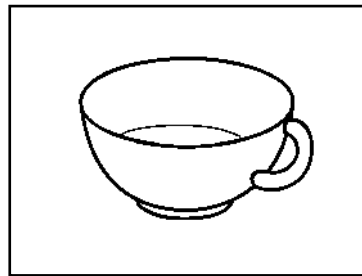
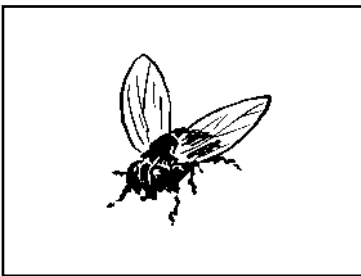
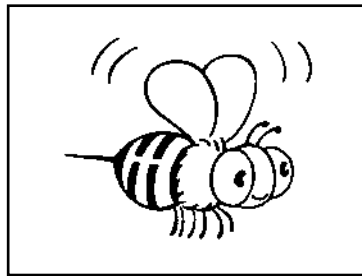
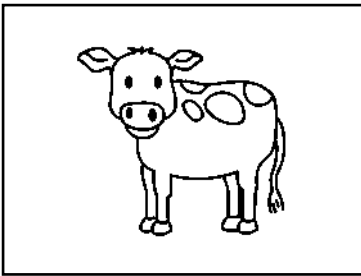
WE COUNT • LEVEL C • 2

SKILL: CLASSIFY INFORMATION

Instructions: Have students cut out pictures and sort them into groups. Have them explain how they sorted the items.

Name _____

Cc



Instructions: Have students write the uppercase and lowercase Cc under the pictures that begin with the /k/ sound.

Name _____

1. we can count spiders.

2. i can count crickets.

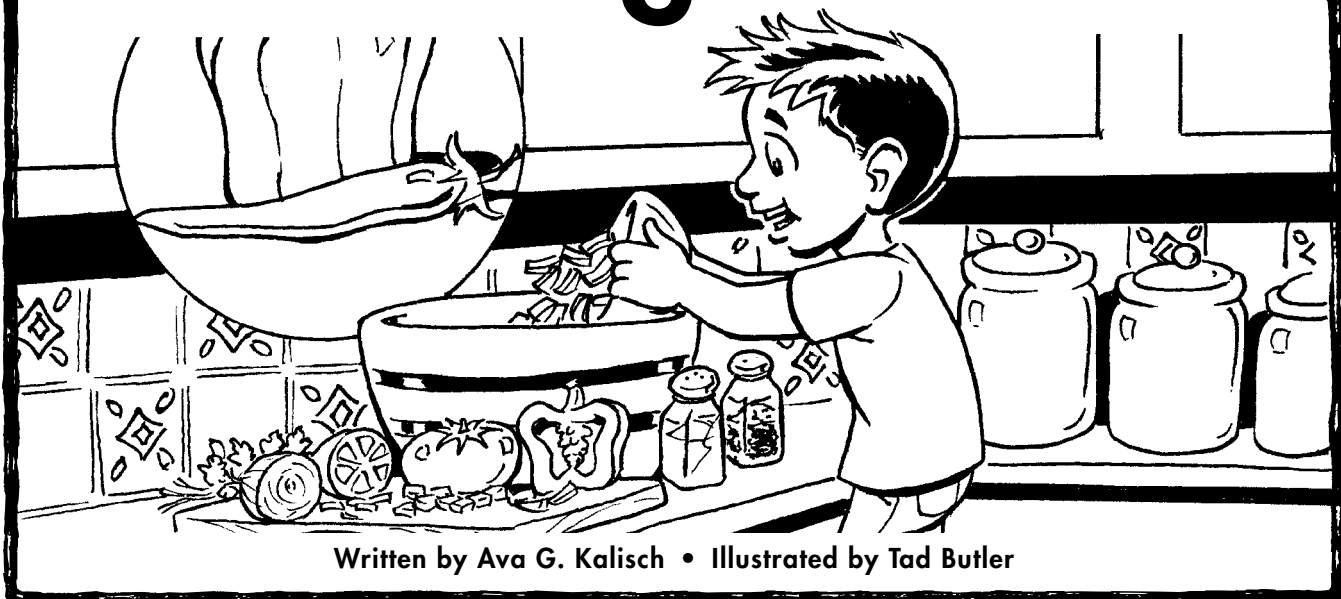
3. you can count ladybugs.

4. there are ten bugs.

Instructions: Read each sentence aloud with students. Have students correct each sentence by rewriting the first word using a capital letter.

LEVELED READER • C

Making Salsa!

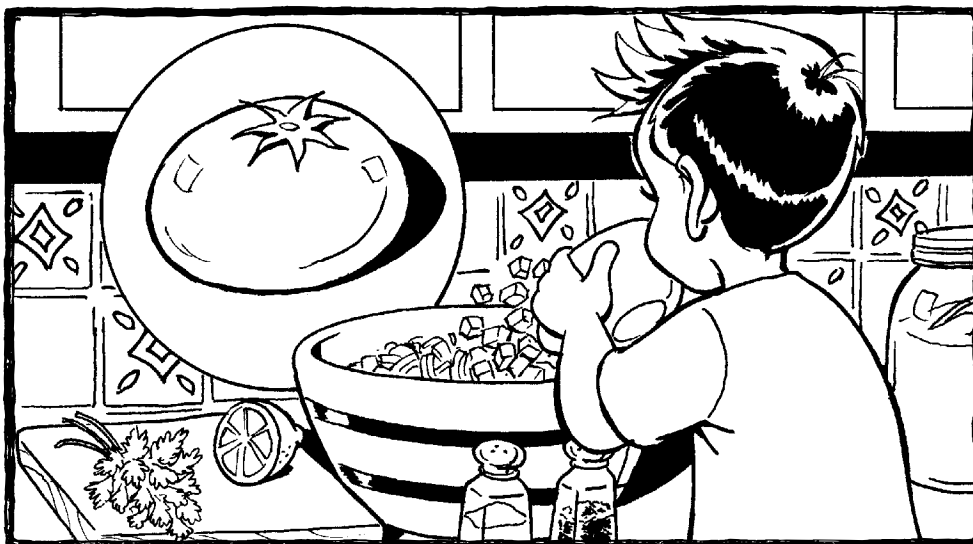


Written by Ava G. Kalisch • Illustrated by Tad Butler

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Making Salsa!

A Reading A-Z Level C Leveled Reader • Word Count: 39



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Making Salsa!



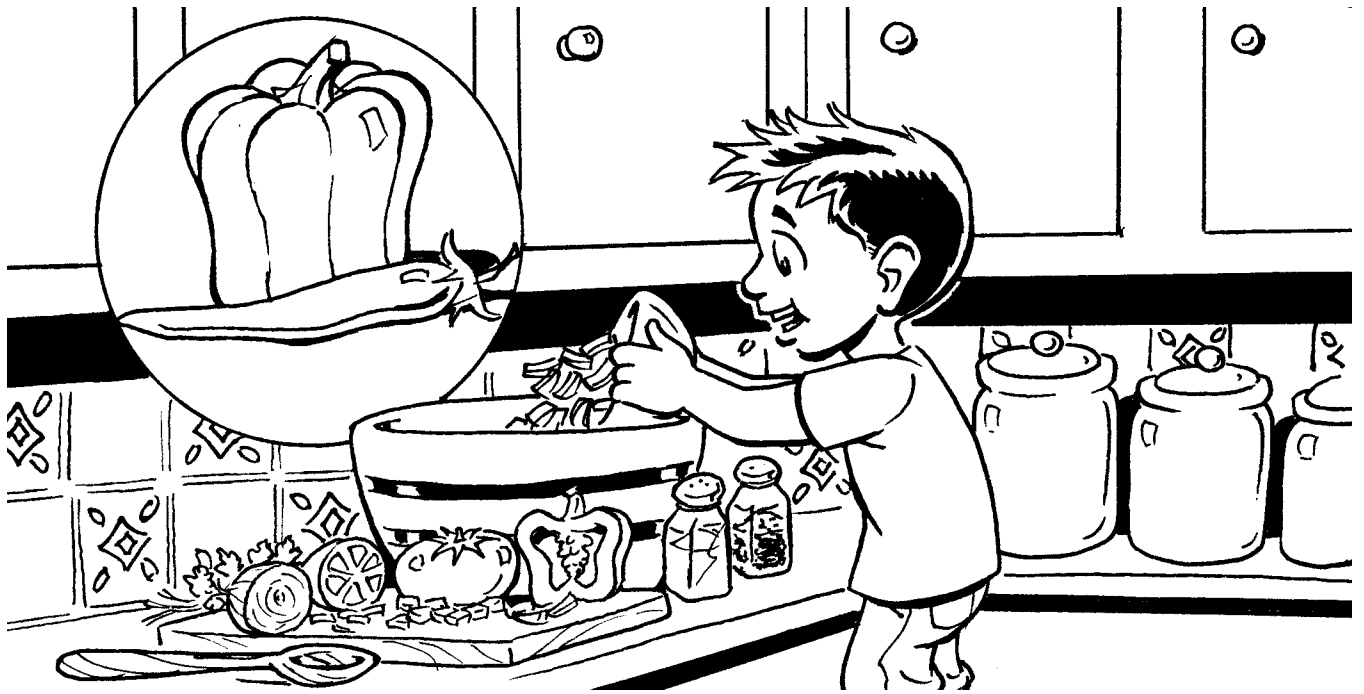
Written by Ava G. Kalisch
Illustrated by Tad Butler

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3	DRA
3-4	Reading Recovery
C	Fountas & Pinnell

Correlation
LEVEL C

Making Salsa!
Level C leveled Reader
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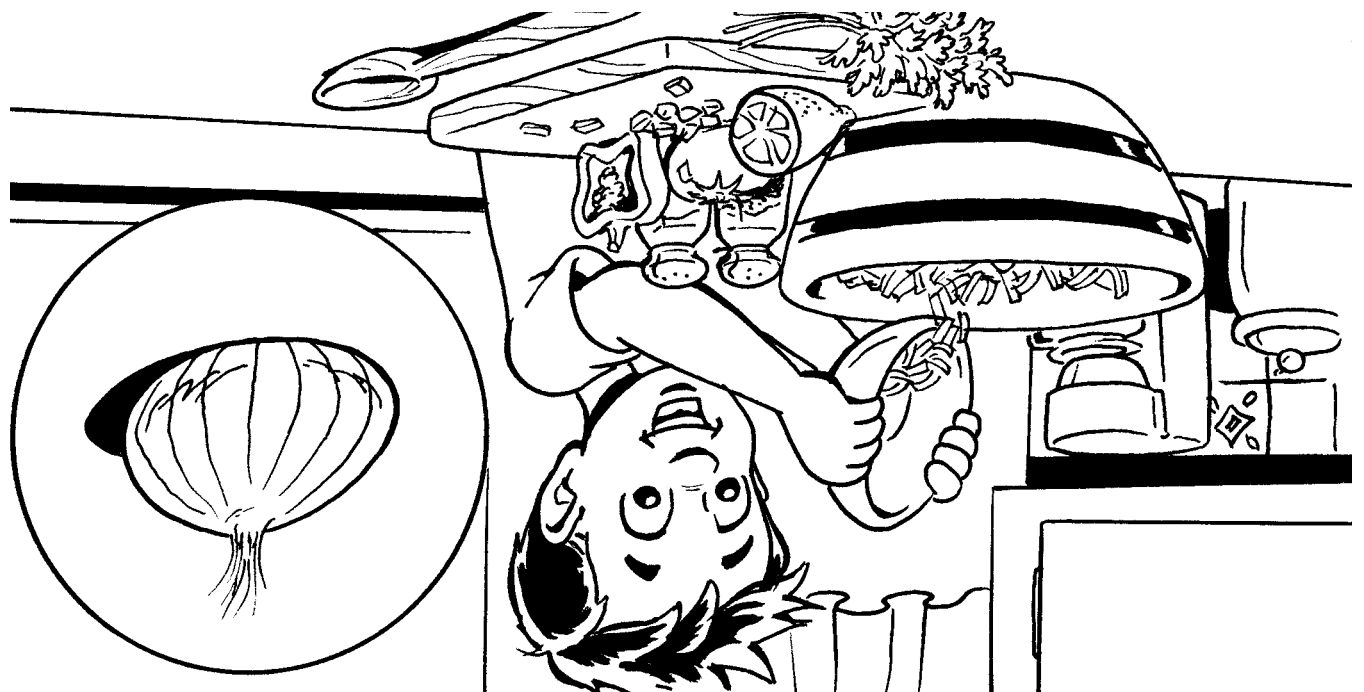


In go the peppers.

3

In goes the onion.

4





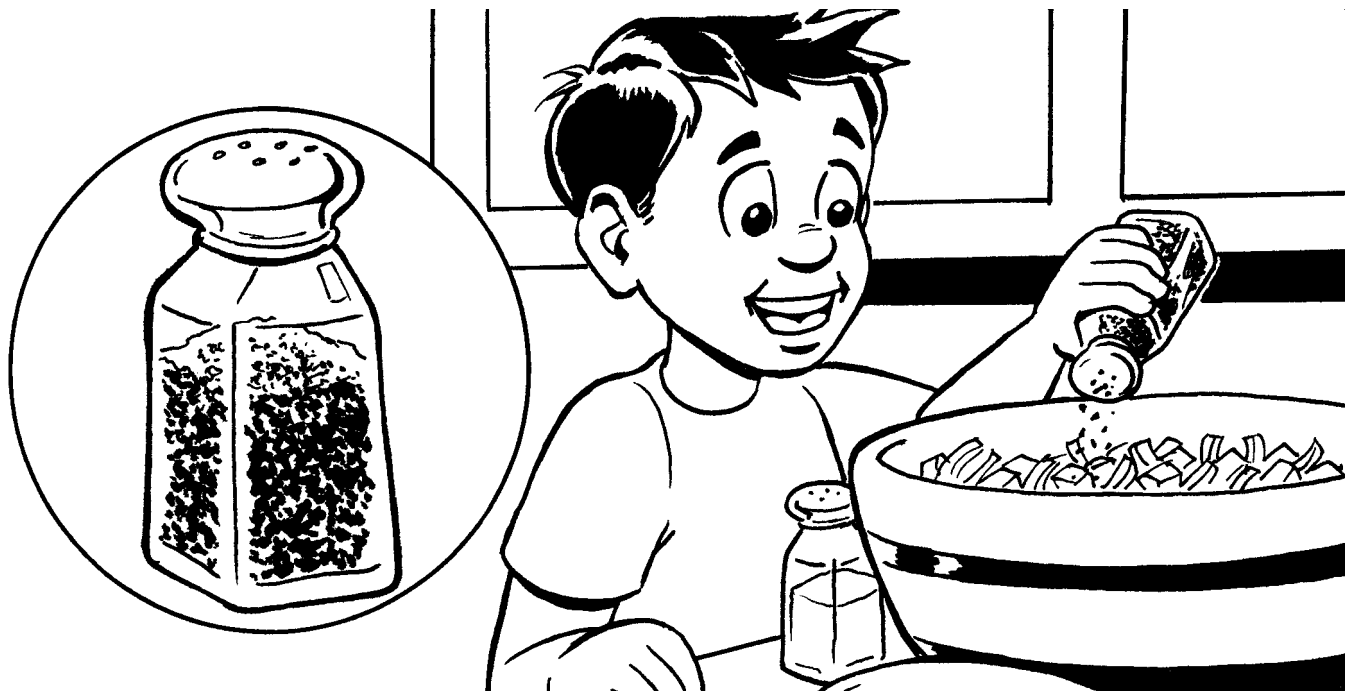
In goes the tomato.

5

In goes the salt.

9



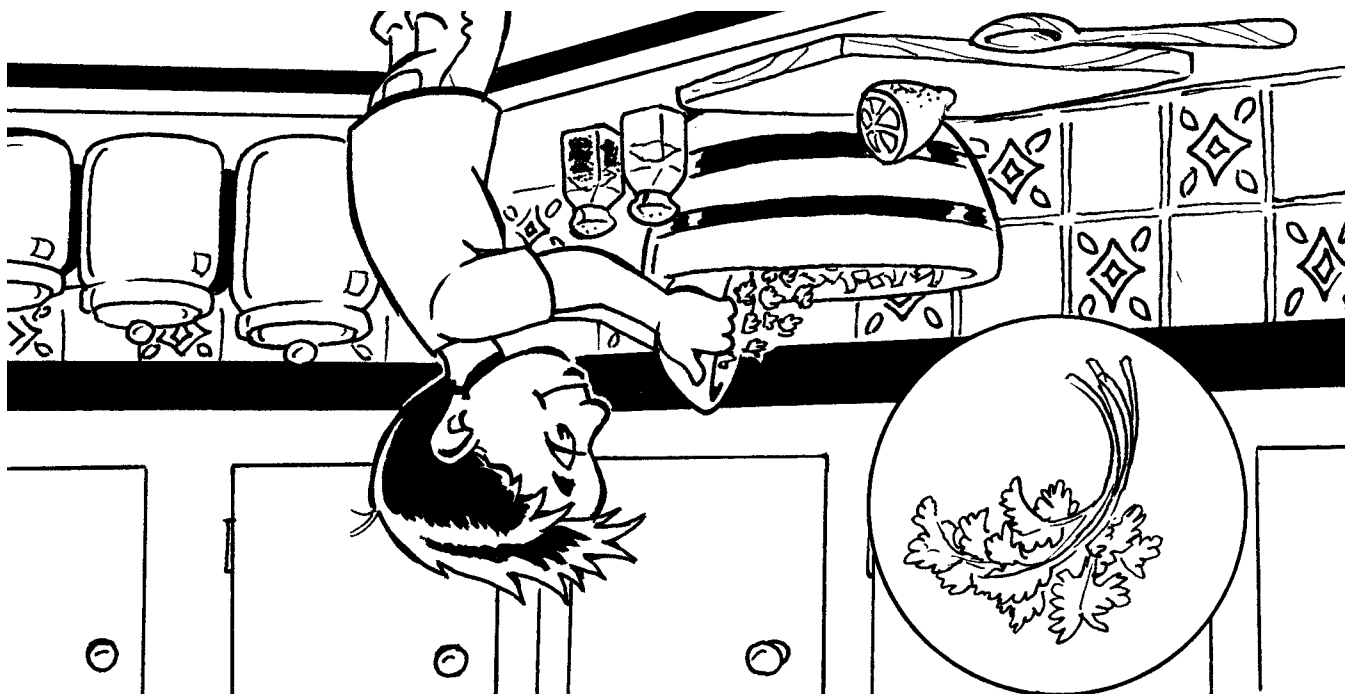


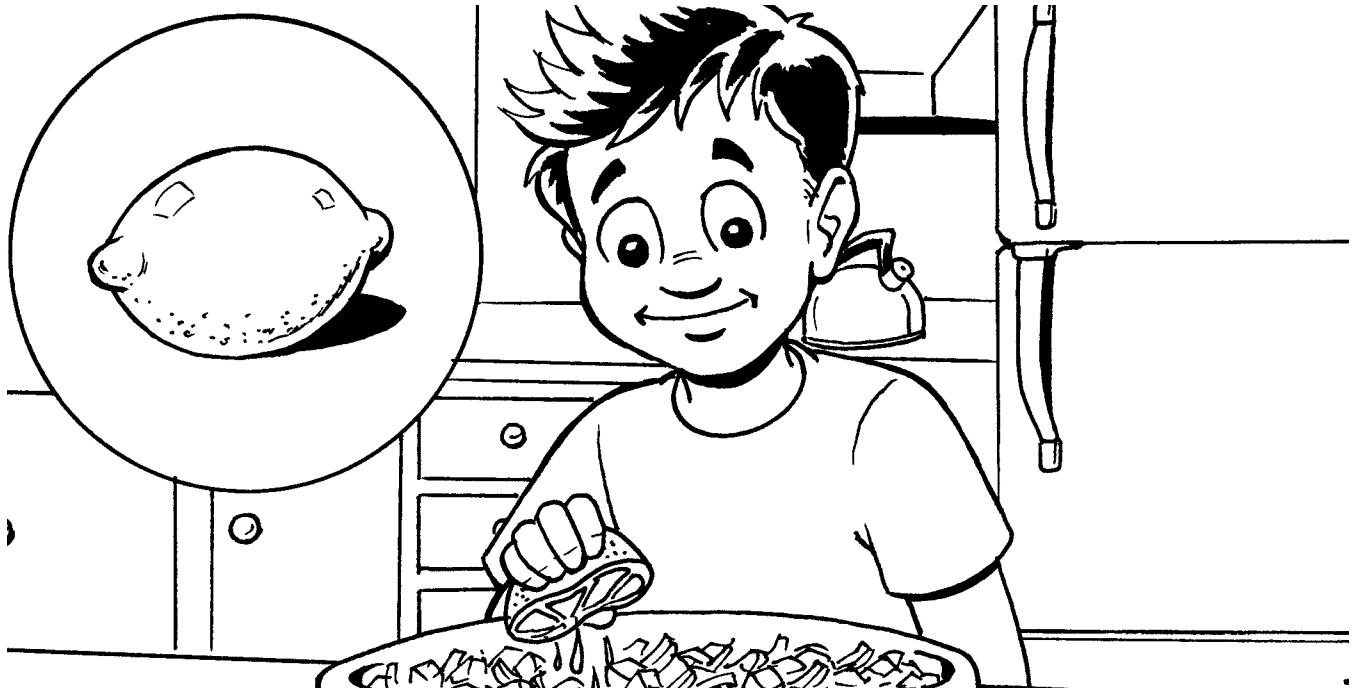
In goes the black pepper.

7

In goes the cilantro.

8





In goes the lemon juice.

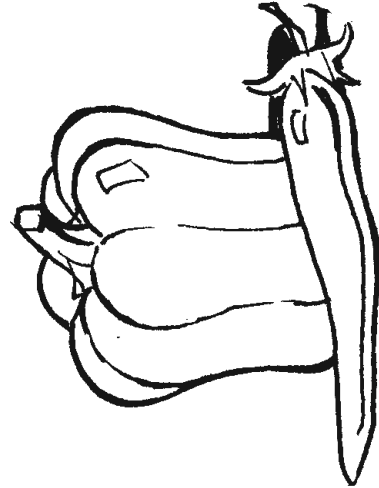
9

I mix the salsa.
We eat chips and salsa!

10

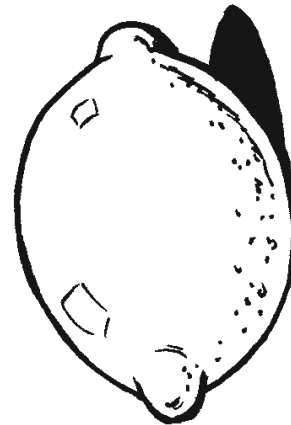


Name _____



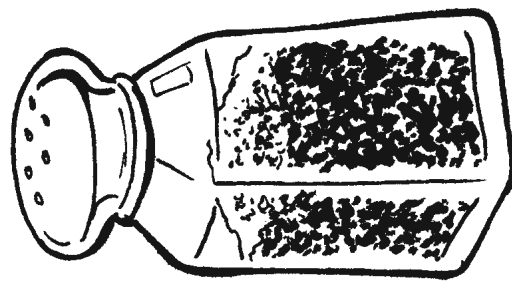
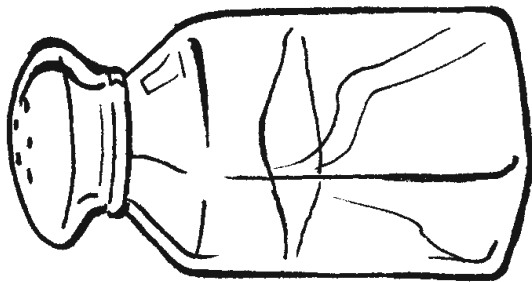
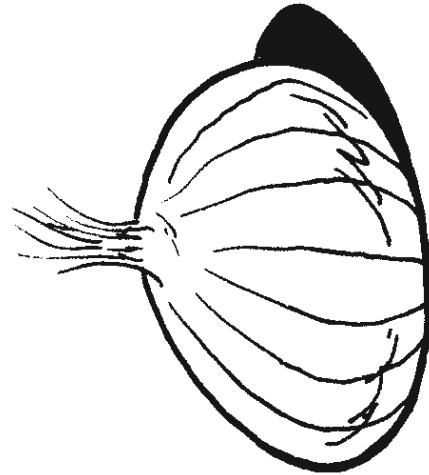
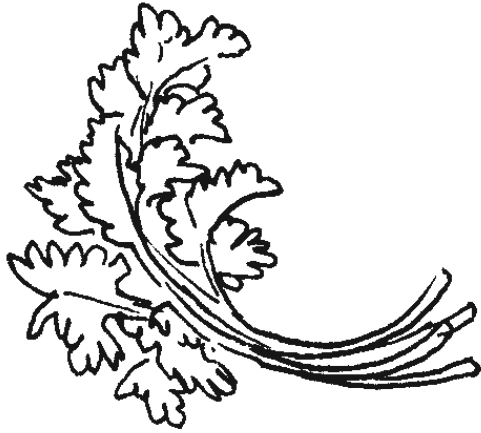
Making Salsa

Name: _____

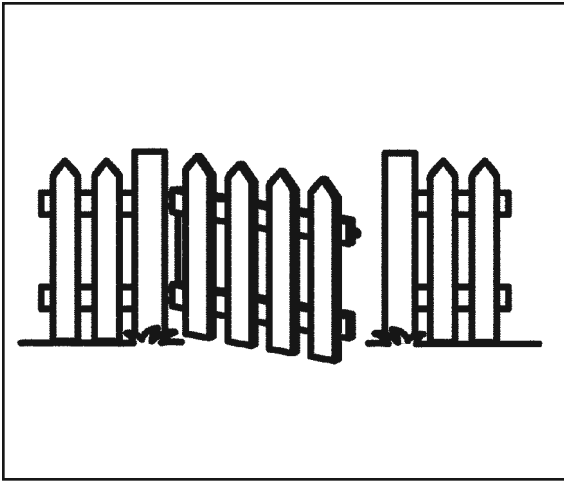


INSTRUCTIONS: Have students cut out and label the pictures. Have them use the book *Making Salsa* to place the steps in order. Staple the book together and have students use their book to tell how to make salsa.

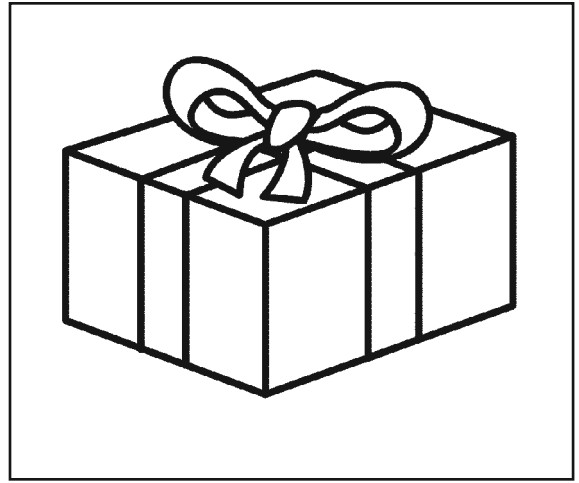
Name _____



Name _____

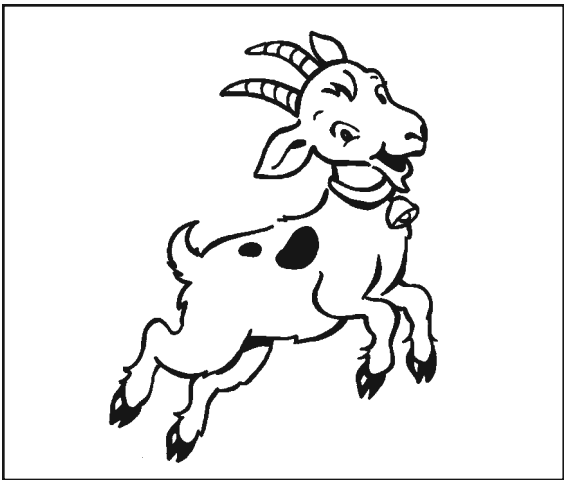


ate

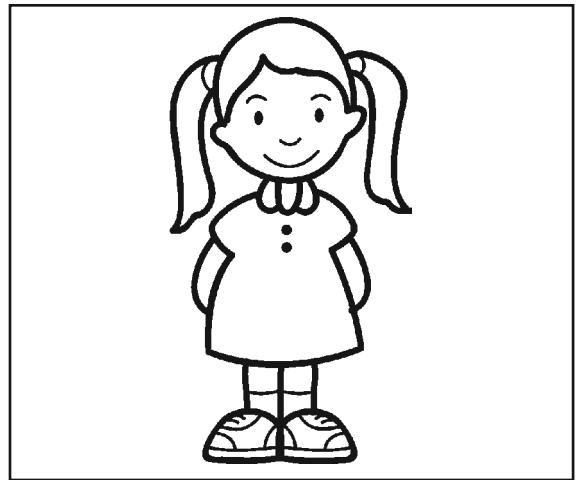


ift

MAKING SALSA • LEVEL C • 2



oat

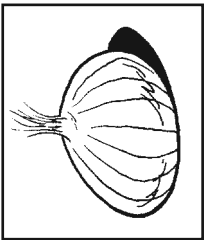


irl

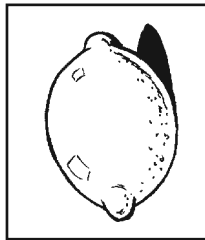
SKILL: INITIAL CONSONANT Gg

INSTRUCTIONS: Have students say the name of each picture and write the letter g in each blank to complete the words.

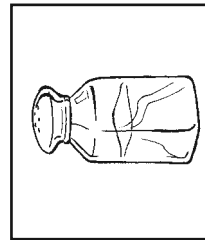
Name _____



The onion goes in



The lemon goes in



The salt goes in

INSTRUCTIONS: Have students read each sentence. Then have them rewrite each sentence on the line using correct punctuation.

What Do I Wear?

A Reading A-Z Level C Leveled Reader

Word Count: 39



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LEVELED READER • C

What Do I Wear?



Written by Katalina Page

www.readinga-z.com

What Do I Wear?

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Level C Leveled Reader
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Correlation

LEVEL C

Fountas & Pinnell	C
Reading Recovery	3-4
DRA	3



A foot wears a shoe.



A chest wears a shirt.



A waist wears a belt.



A finger wears a ring.



A wrist wears a watch.



A head wears a hat.

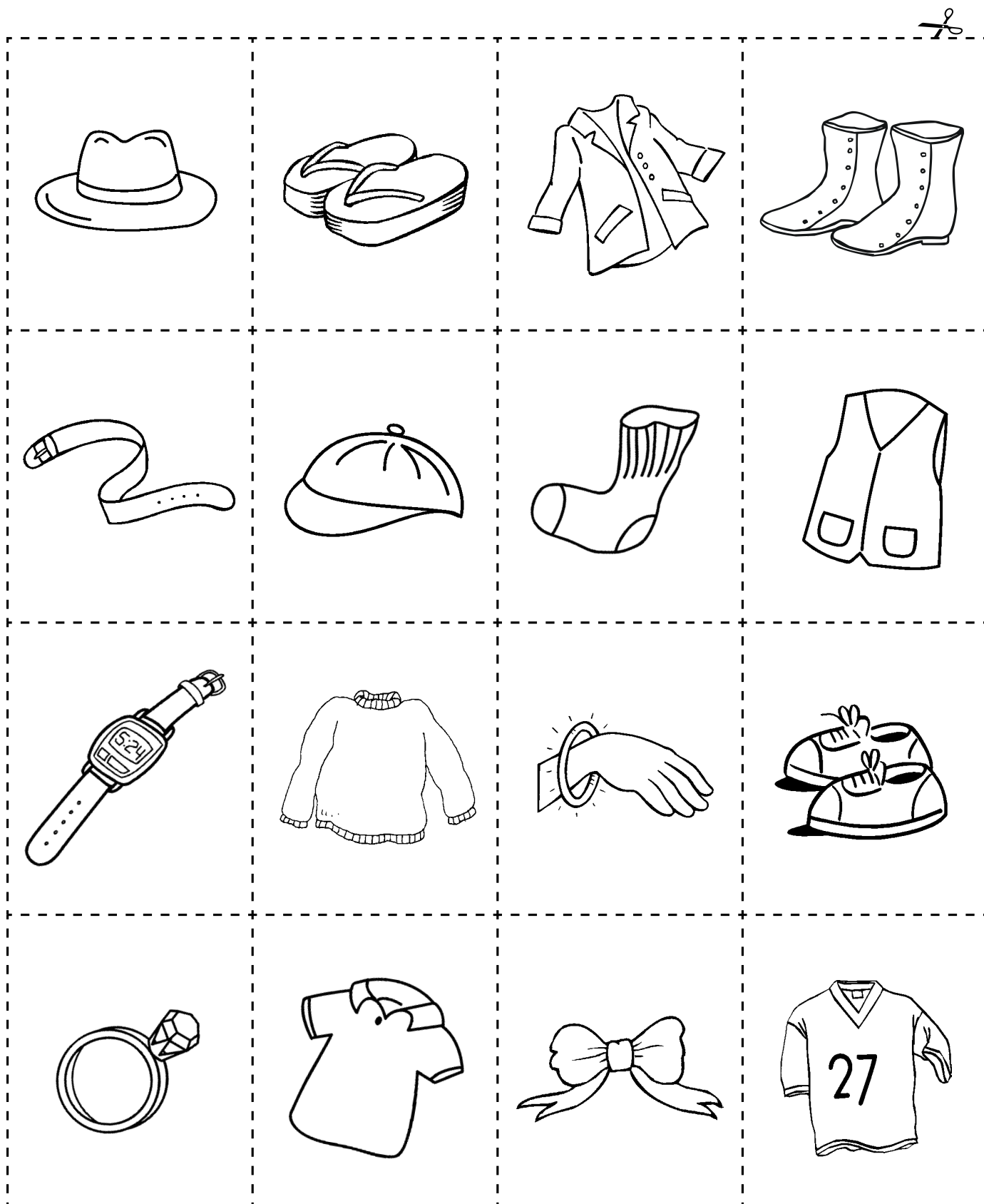


A face wears a smile.



A heart wears love!

Name _____



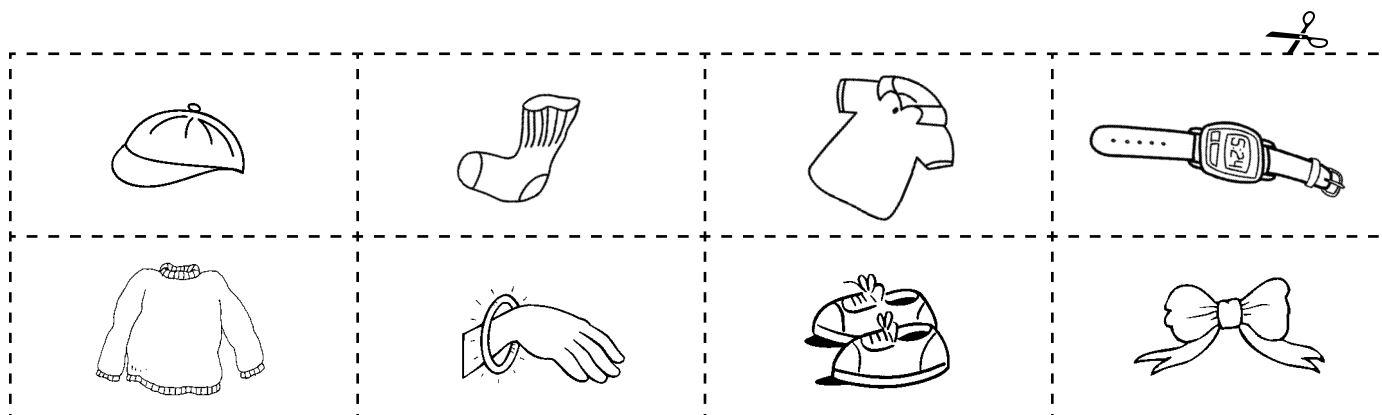
WHAT DO I WEAR? • LEVEL C • 1

PICTURE CARDS

INSTRUCTIONS: Refer to lesson plan.

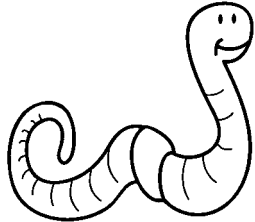
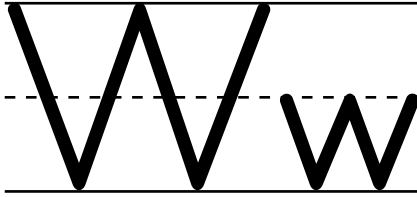
Name _____

Head	Chest
Wrist	Foot

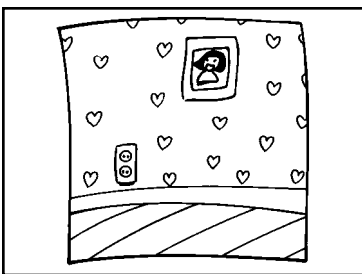


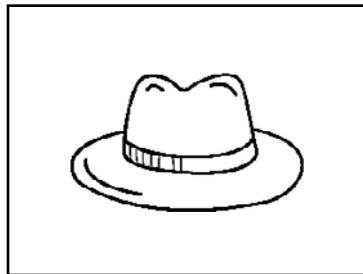
INSTRUCTIONS: Have students cut apart the pictures and glue them in the correct box.

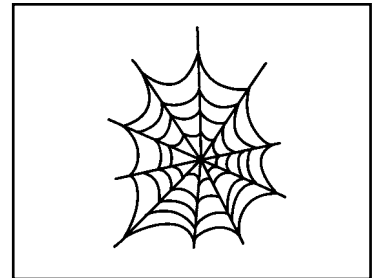
Name _____

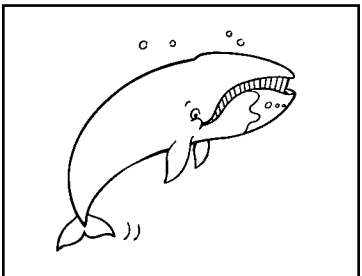
	 Worm
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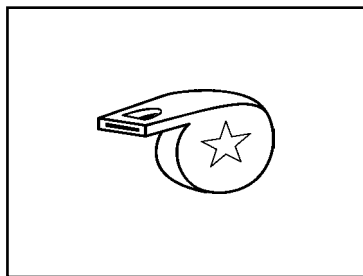
WHAT DO I WEAR? • LEVEL C • 3

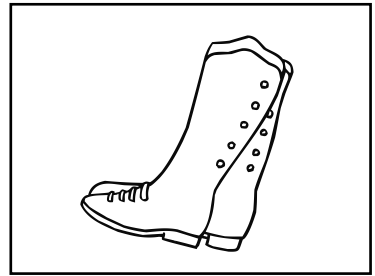












SKILL: INITIAL CONSONANT Ww

INSTRUCTIONS: Have students identify each picture. Ask them to write the upper- and lowercase Ww under the pictures that begin with the initial /w/ sound.

Name _____

1. I wear a _____ on my waist.

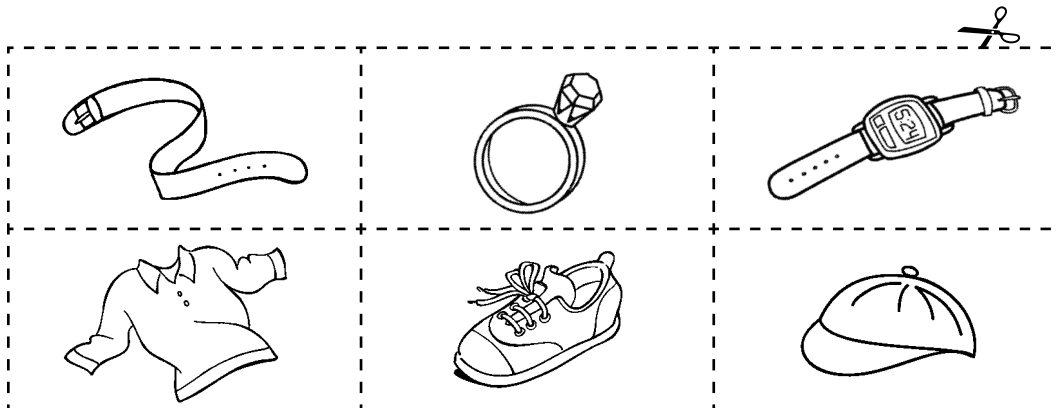
2. I wear a _____ on my head.

3. I wear a _____ on my foot.

4. I wear a _____ on my chest.

5. I wear a _____ on my wrist.

6. I wear a _____ on my finger.



INSTRUCTIONS: Have students cut out the pictures and place each picture of a noun in the correct sentence.

LEVELED READER • C

I Can Be



Written by Elizabeth Strauss • Illustrated by Angela Kamstra-Jacobson

www.readinga-z.com

I Can Be

A Reading A-Z Level C Leveled Reader • Word Count: 62



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I Can Be



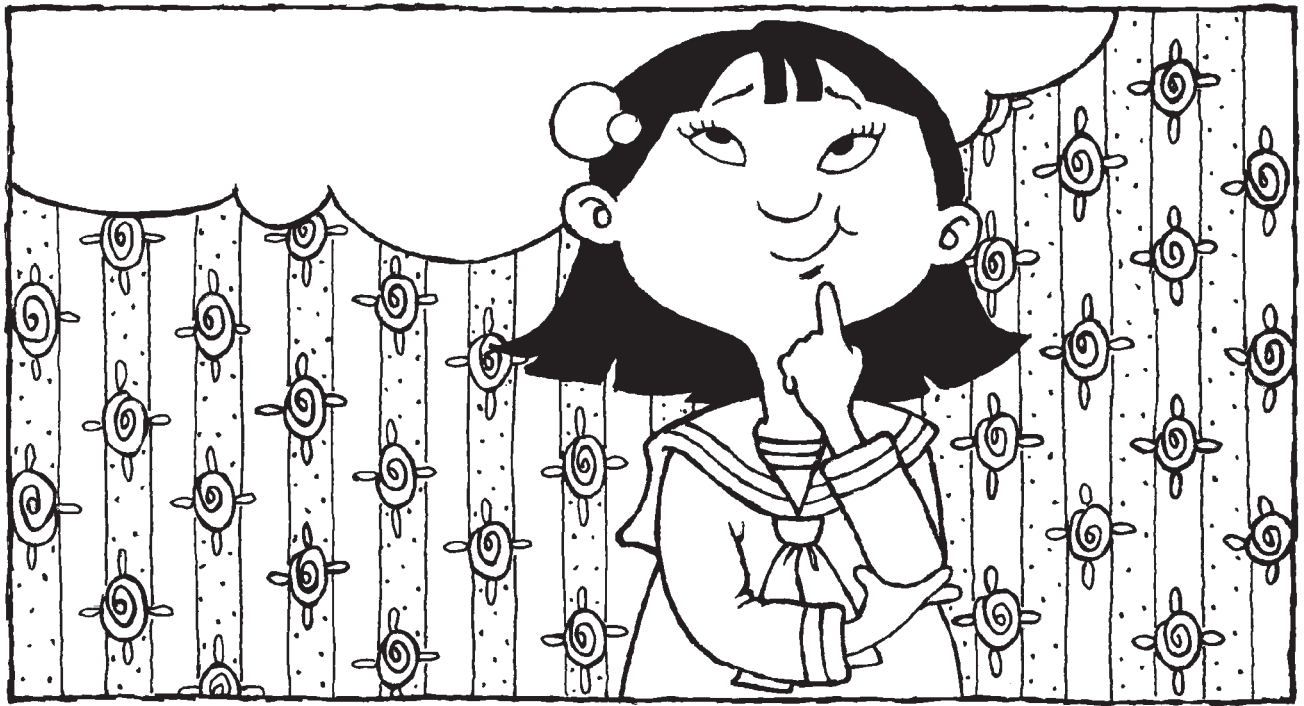
Written by Elizabeth Strauss
Illustrated by Angela Kamstra-Jacobson

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3	DRA
3-4	Reading Recovery
C	Fountas & Pinnell

Correlation
LEVEL C

I Can Be
Level C Leveled Reader
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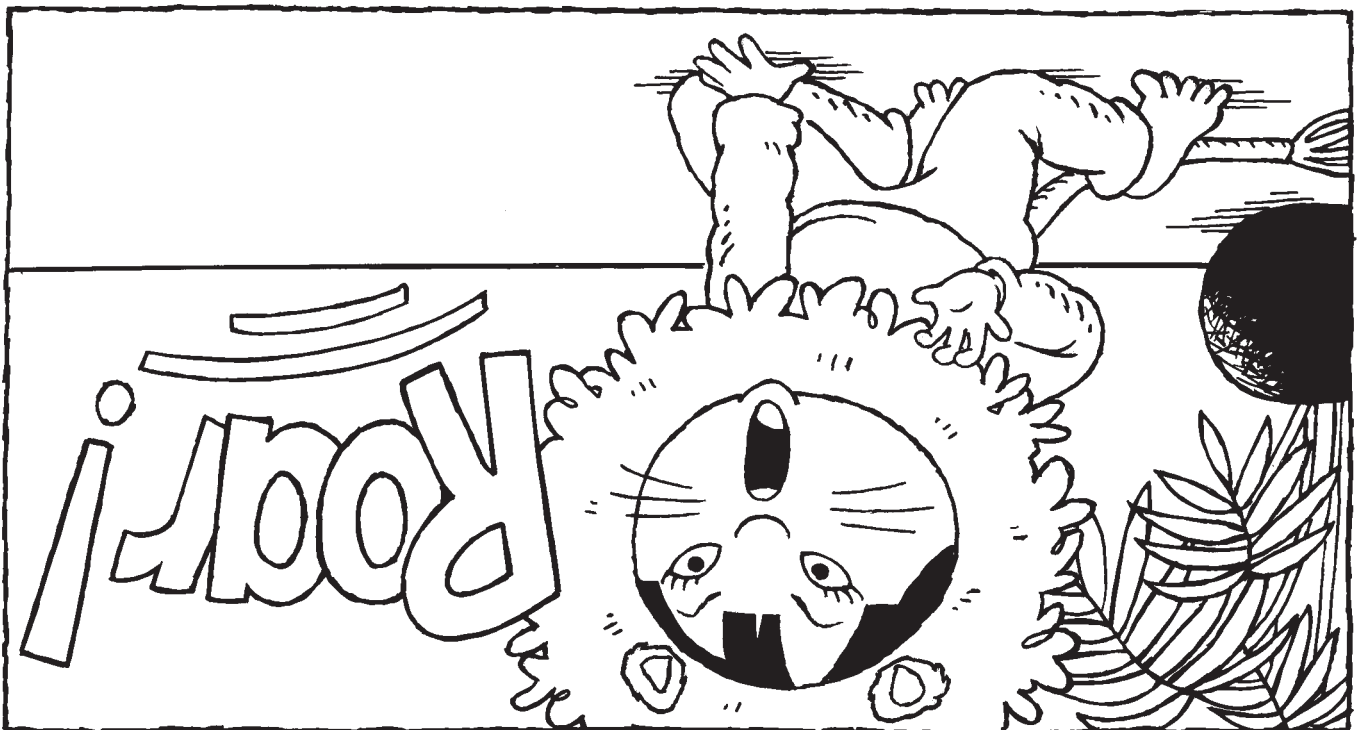


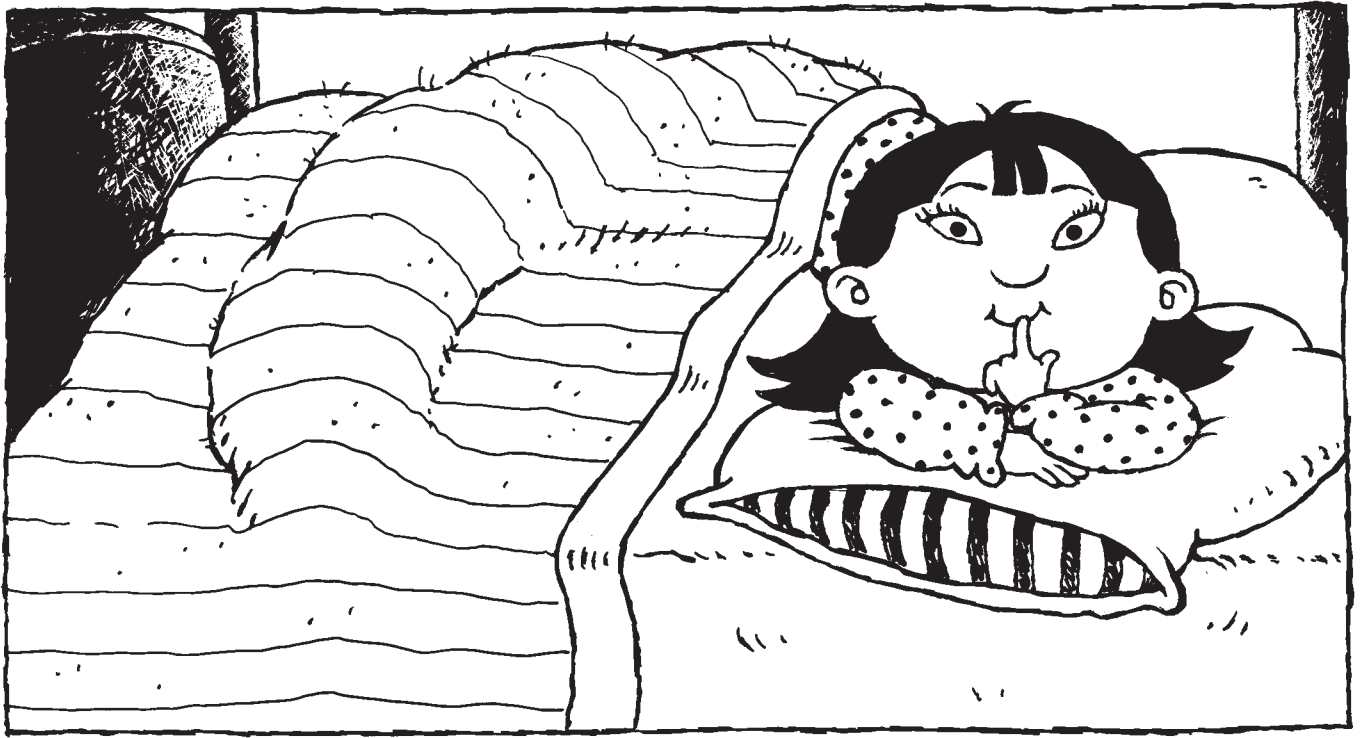
I can be like many things.

3

I can be as loud as a lion.

4



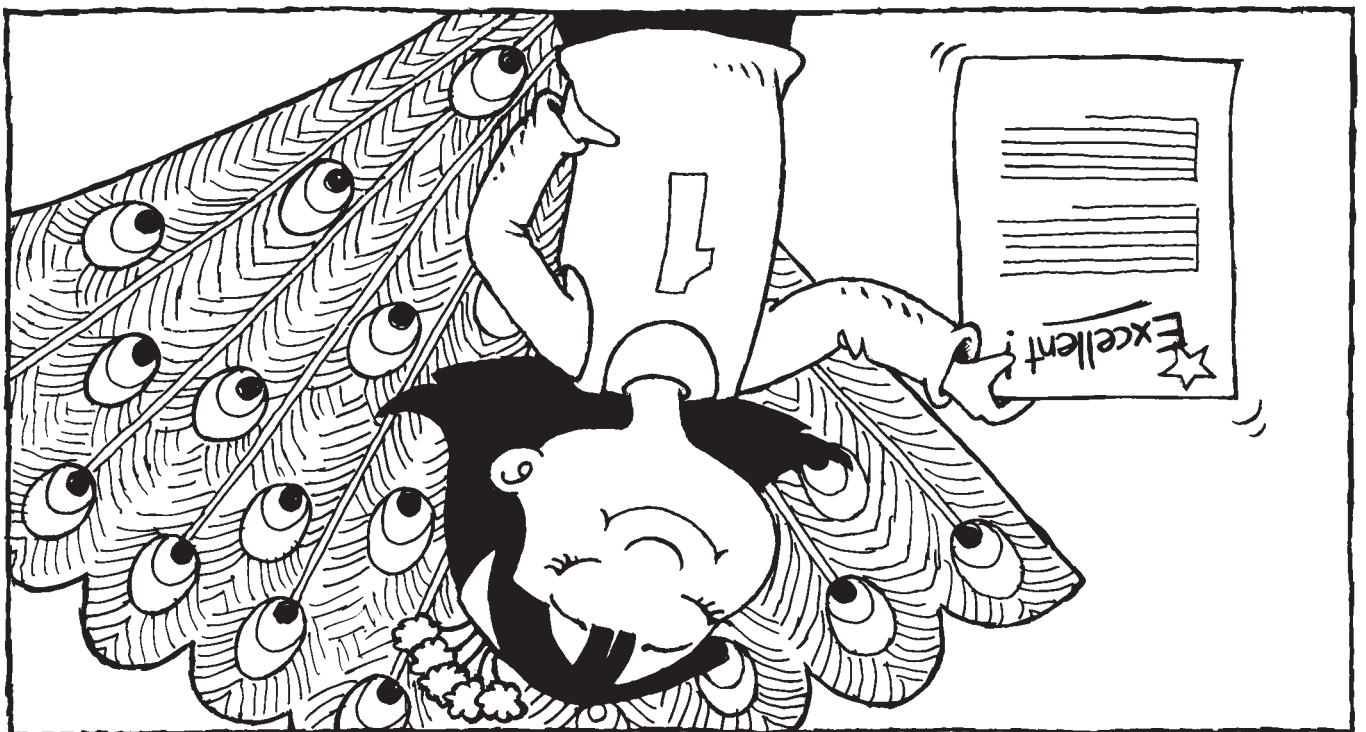


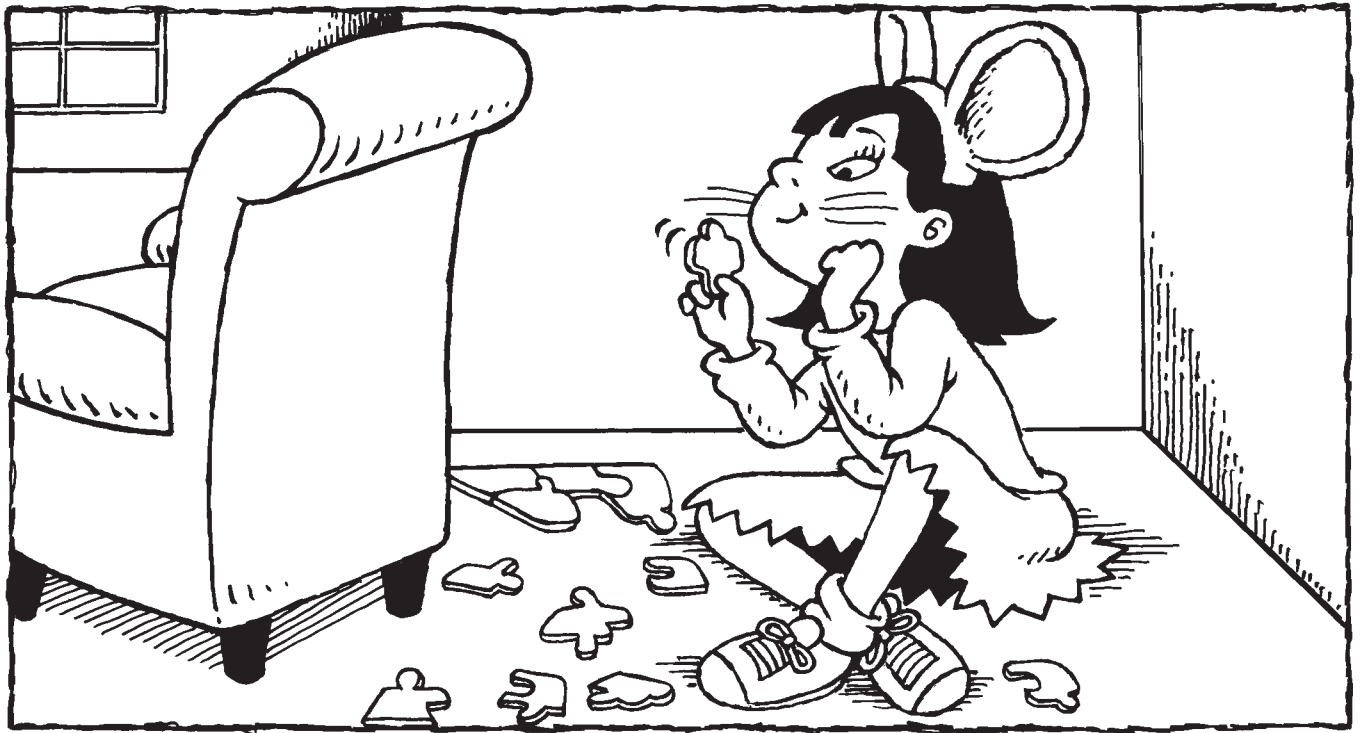
I can be as silent as a snake.

5

I can be as proud as a peacock.

6





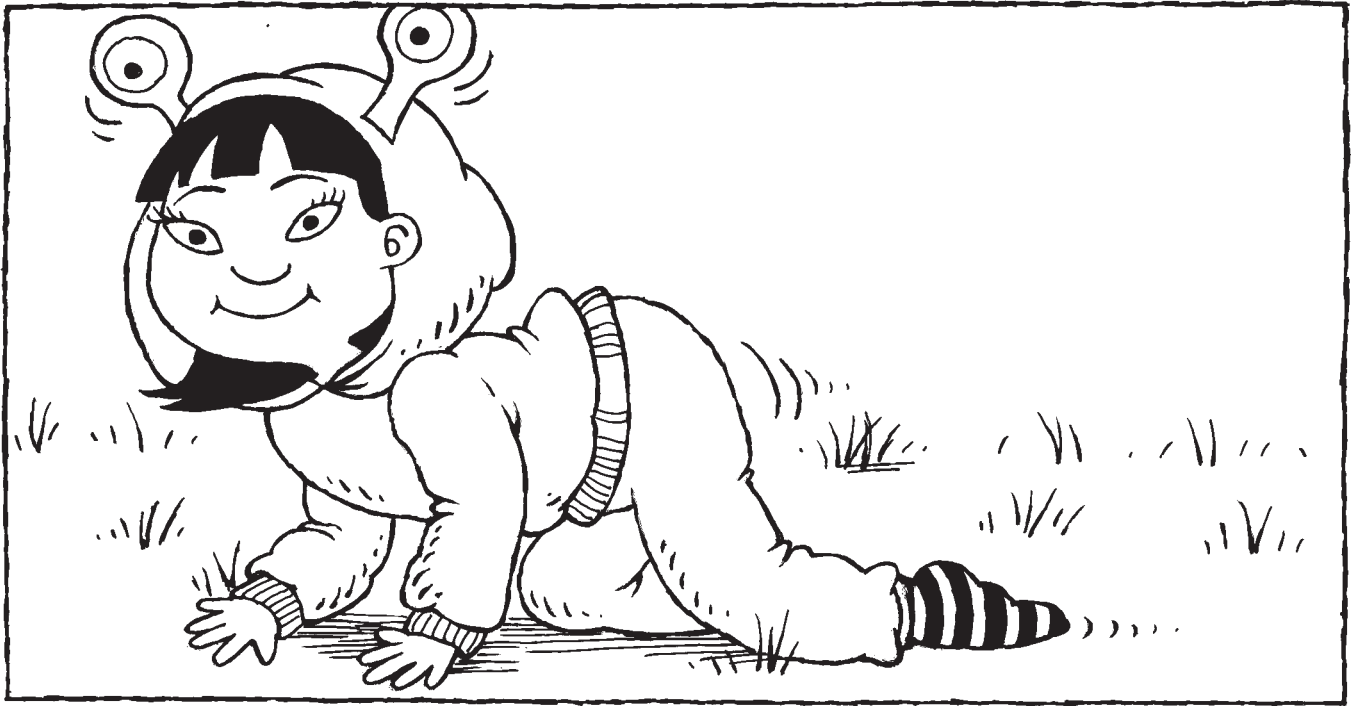
I can be as meek as a mouse.

7

I can be as fast as a cheetah.

8



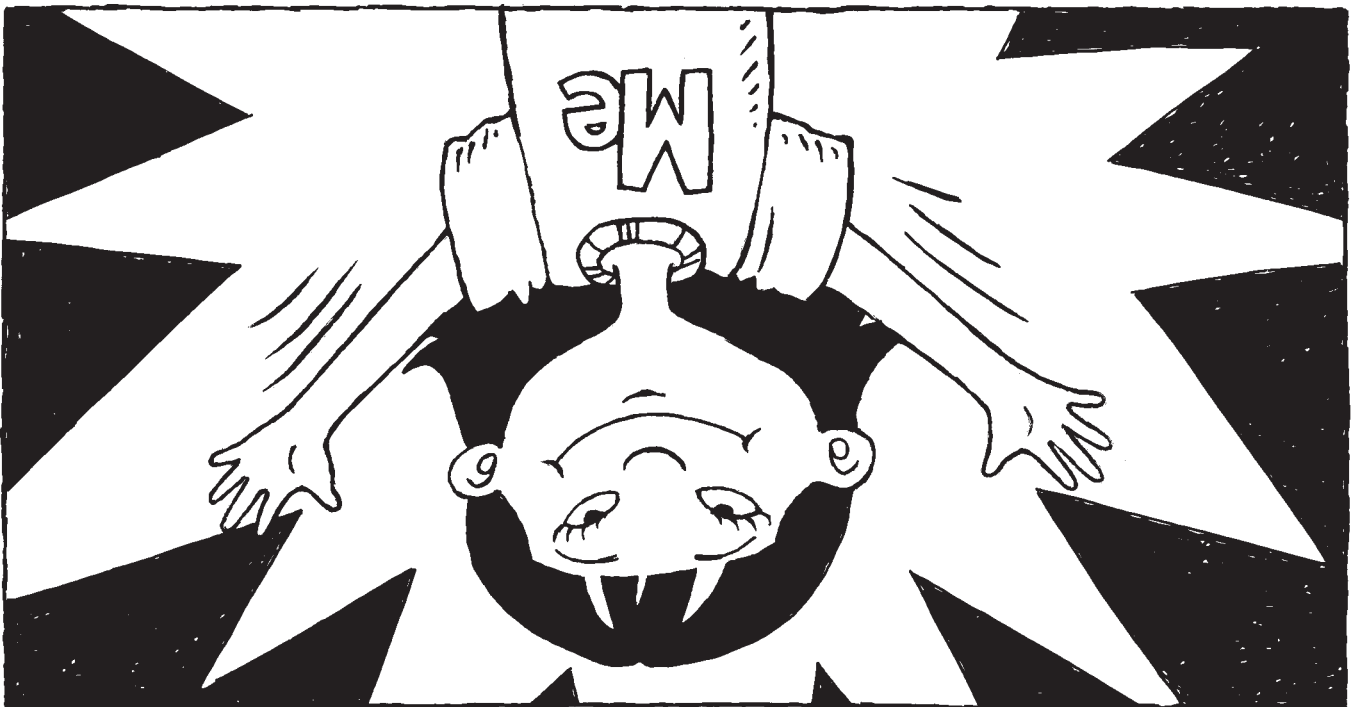


I can be as slow as a slug.

9

I can also be just me!

10



Name _____

Book Title: _____

I CAN BE • LEVEL C • 1



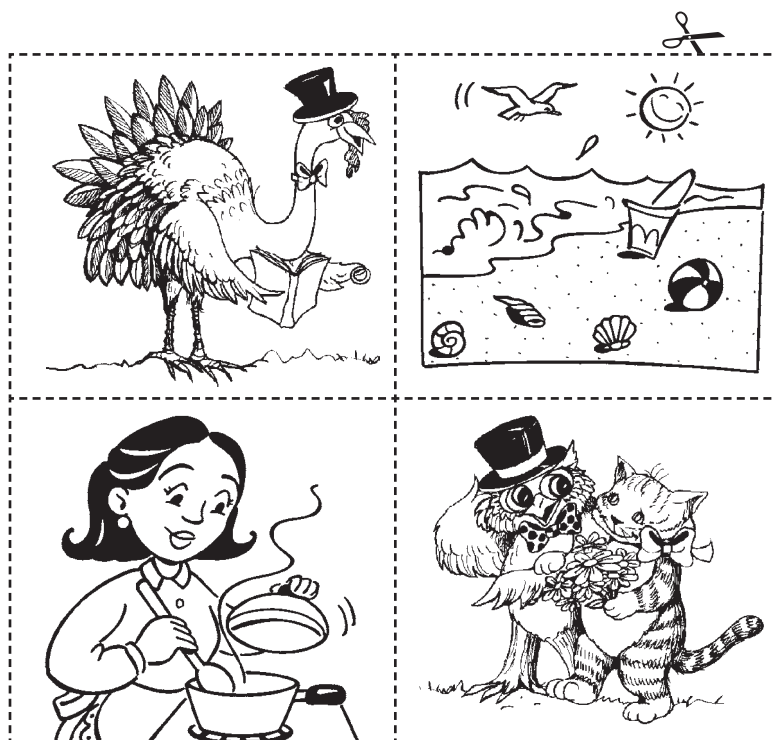
Sentence:

SKILL: VISUALIZE

INSTRUCTIONS: Have students write the book title on the line above. Then have them draw a picture about something they can imagine in their mind and pretend to be. Have students copy the sentence: *I can be a ____.* from the board and use what they know about sounds to add a word or words that describes their picture.

Name _____

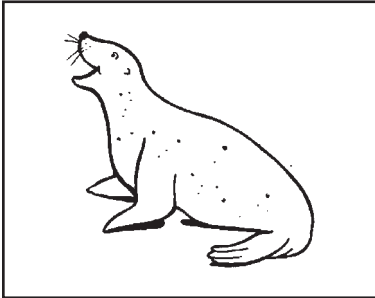
Real	Make-Believe

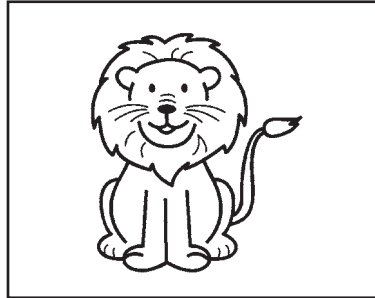


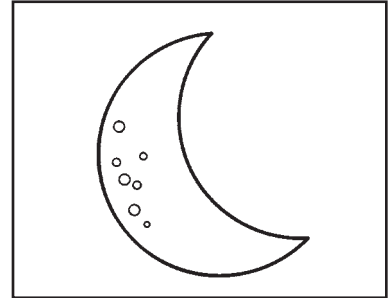
INSTRUCTIONS: Point out the words *Real* and *Make-Believe* at the top of the two columns. Have students cut out the pictures and paste them in the appropriate column.

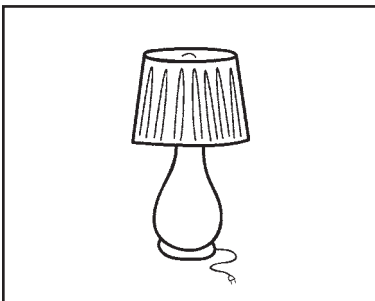
Name _____

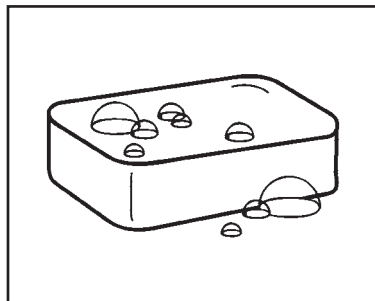
c	f	l	m	s	t
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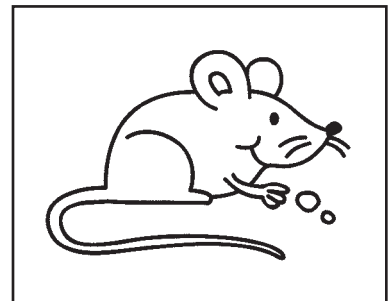












INSTRUCTIONS: Say the letters and their corresponding sounds in the box at the top of the page. Name each picture with students. Have students write the beginning sound of each word, choosing from the consonants at the top of the page.

Reading a-z

SKILL: HIGH-FREQUENCY WORDS

qs

be

can

like

many

me

<http://www.readinga-z.com>

Go Away, Lily

A Reading A-Z Level C Leveled Reader

Word Count: 75




Reading a-z

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LEVELED READER • C

Go Away, Lily



Written by Katherine Page • Illustrated by Kaori Tajima

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Correlation

LEVEL C

Fountas & Pinnell	C
Reading Recovery	3-4
DRA	3



Lily upset Jack.



When Jack sat down,
Lily sat down.
Go away, Lily!
Go away.



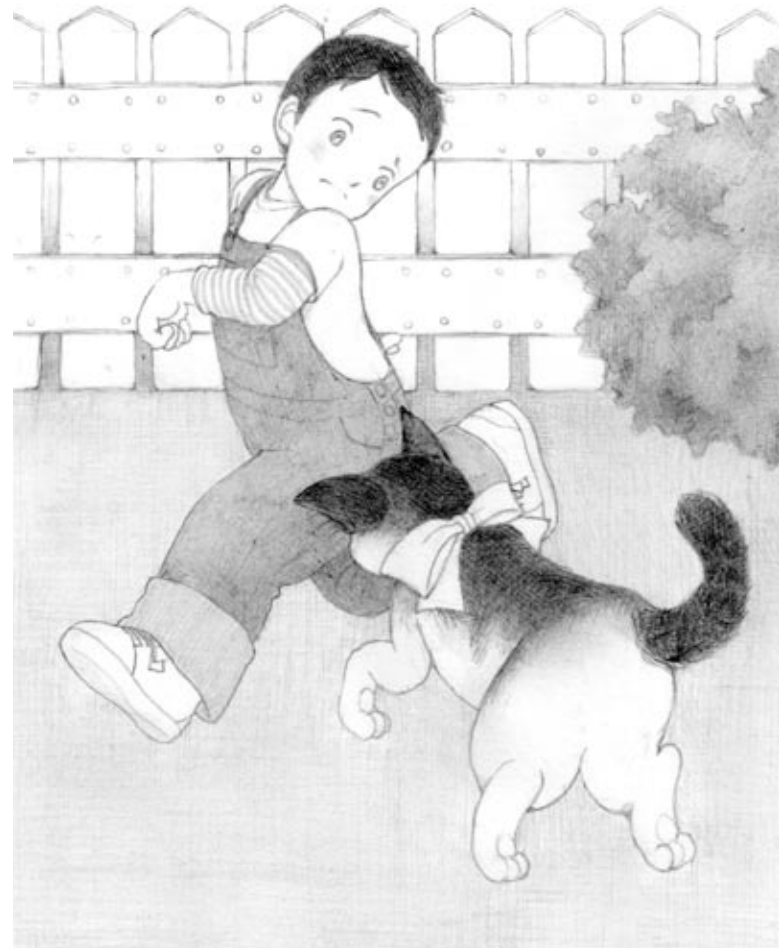
When Jack read,
Lily read.
Go away, Lily!
Go away.



When Jack played,
Lily played.
Go away, Lily!
Go away.



When Jack ate,
Lily ate.
Go away, Lily!
Go away.



When Jack ran,
Lily ran.
Go away, Lily!
Go away.



When Jack slept,
Lily slept, too.



Shhh.
Stay, Lily.
Stay.

Name _____

Cause	Effects

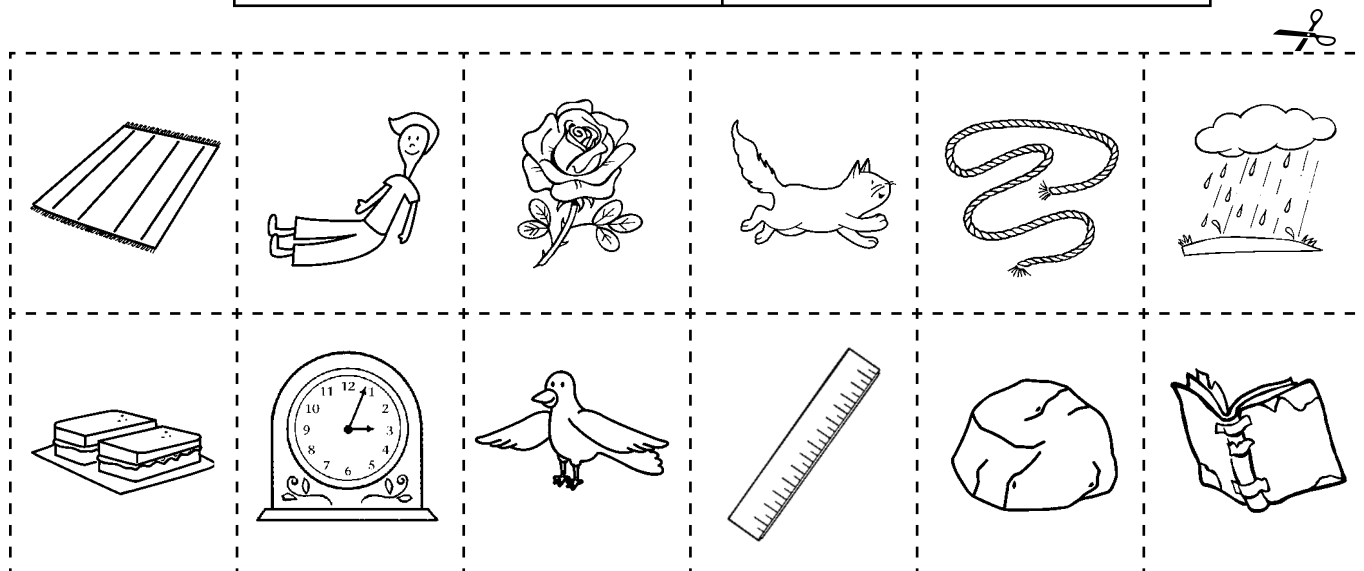
GO AWAY, LILY • LEVEL C • 1

SKILL: CAUSE AND EFFECT

INSTRUCTIONS: Have students write or draw the causes in the boxes of the left column and their effects in the boxes of the right column.

Name _____

Rr



INSTRUCTIONS: Say the names of the pictures with students. Have students place the pictures in the blanks above if they begin with the /r/ sound.

Name _____

1. Go away, Lily

GO AWAY, LILY • LEVEL C • 3

2. Stop bothering me, Lily

3. Go away now

SKILL: EXCLAMATION POINTS

INSTRUCTIONS: Have students read the sentences and rewrite them to include an exclamation point. Then have students write an original sentence on the back of the page, using an exclamation point.

LEVELED READER • C

Lucy Did It



Written by Katherine Burdick • Illustrated by Roberta Collier-Morales

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Lucy Did It

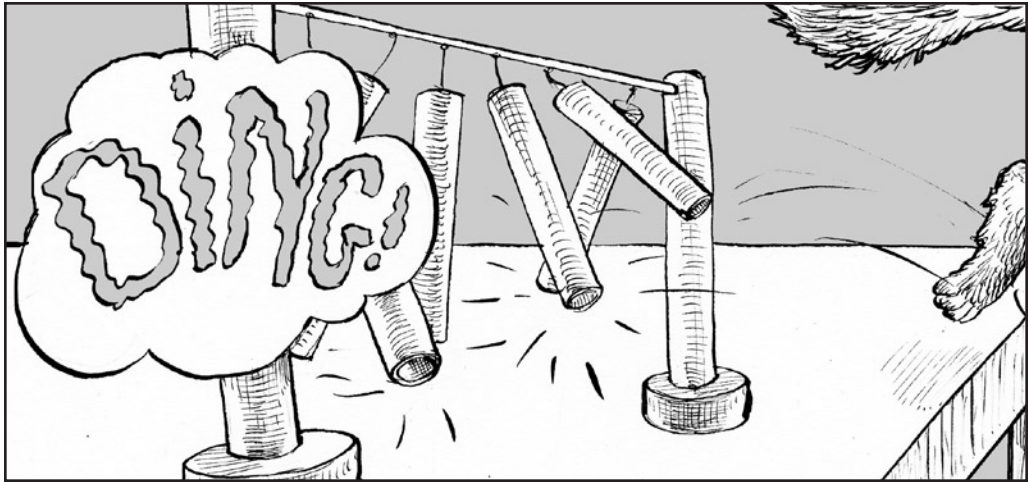
A Reading A-Z Level C Leveled Reader • Word Count: 52



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Lucy Did It



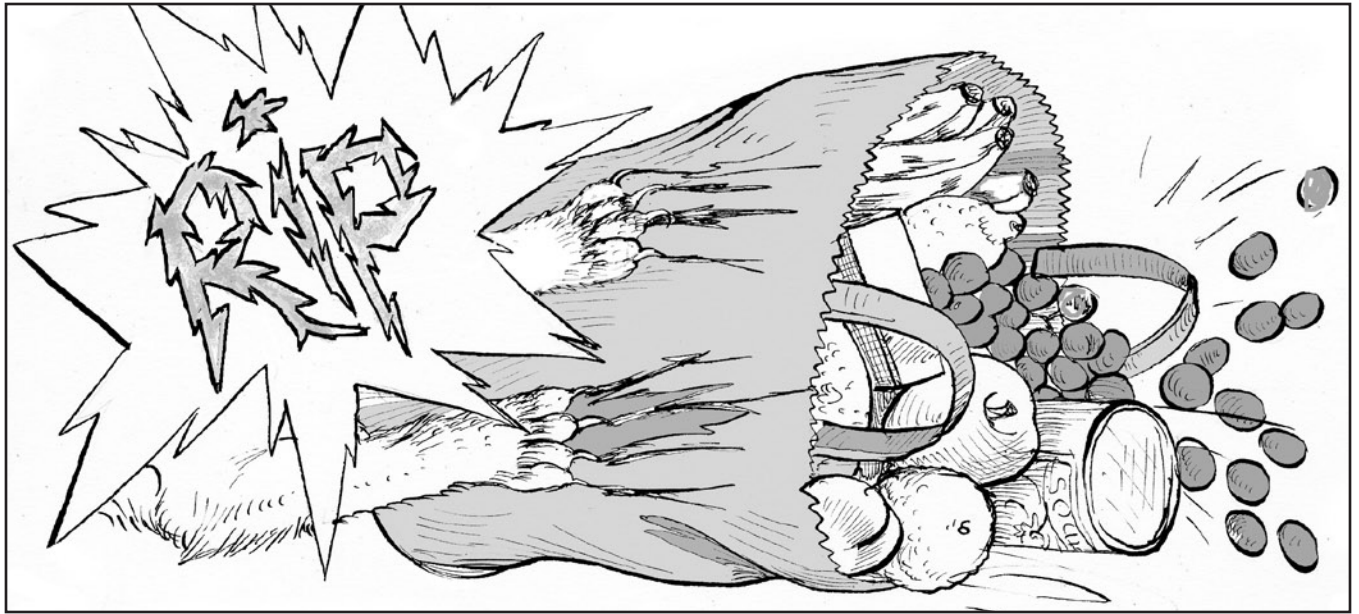
Written by Katherine Burdick
Illustrated by Roberta Collier-Morales

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3-4	DRA
3-4	Reading Recovery
C	Fountas & Pinnell

Correlation
LEVEL C

Lucy Did It
Level C leveled Reader
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Illustrated by Roberta Collier-Morales
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Rip went the bag.
Lucy did it!

3

Crash went the book.
Lucy did it!

4



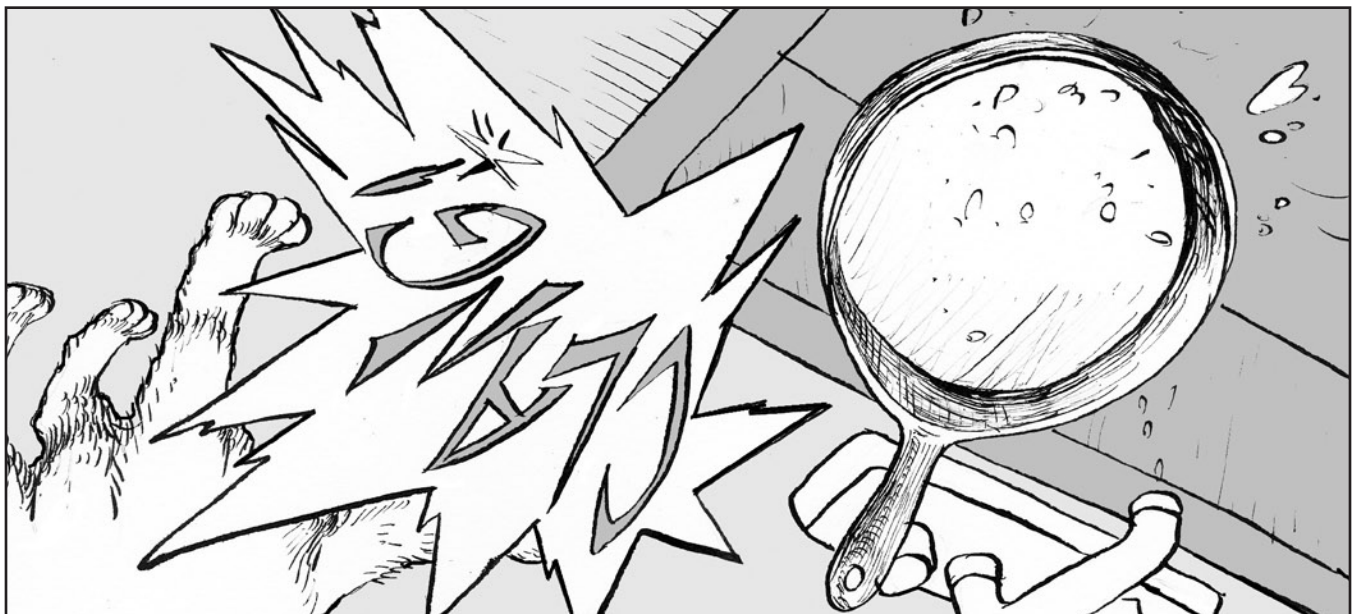


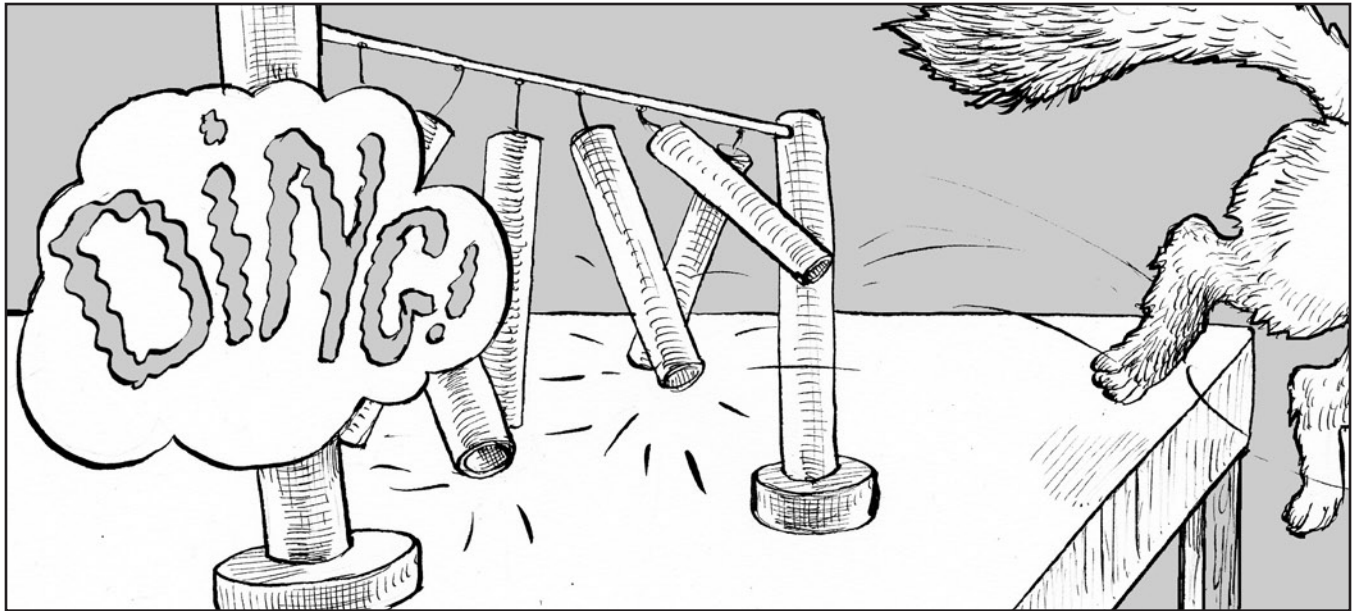
Plop went the paint.
Lucy did it!

5

Clang went the pan.
Lucy did it!

6



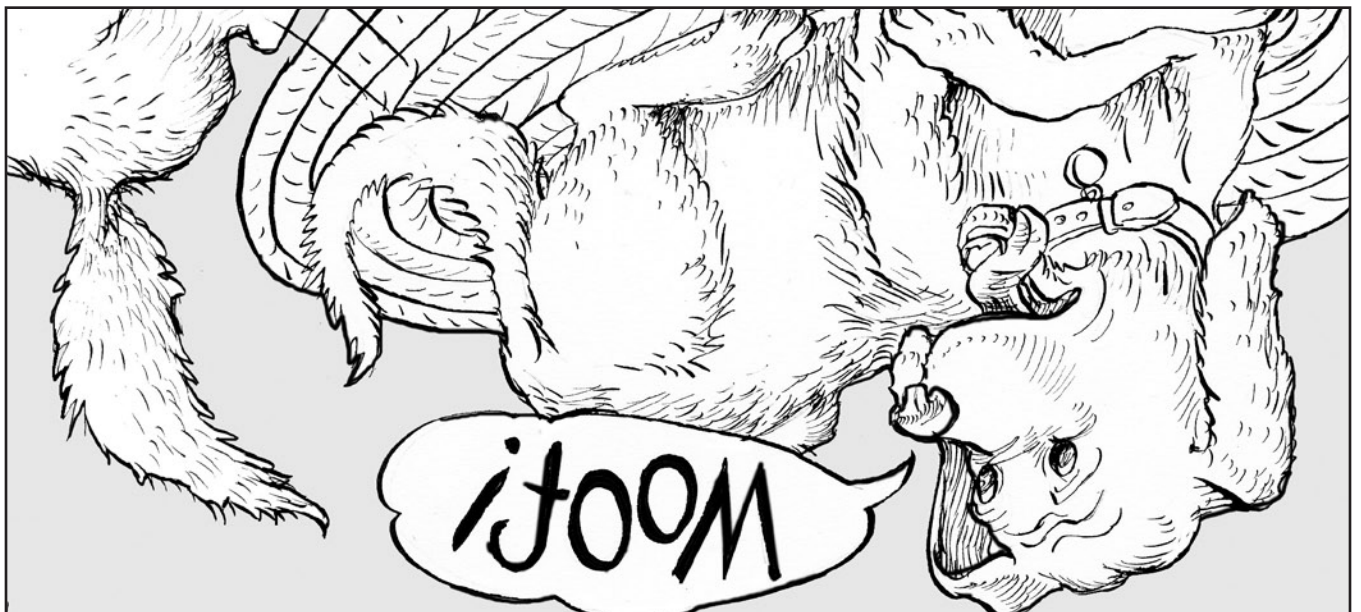


Ding went the bell.
Lucy did it!

7

Woof went the dog.
Lucy did it!

8





Whoosh went the cat.
Lucy did it!

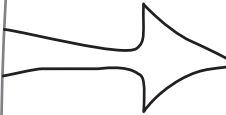
9

Or did she?

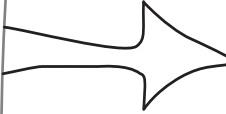
10

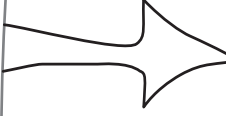


Name _____

Cause		Effect

LUCY DID IT • LEVEL C • 1

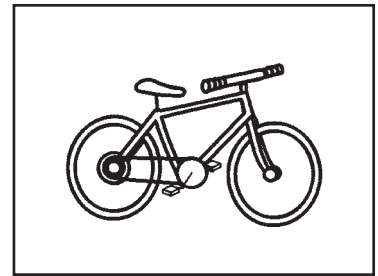
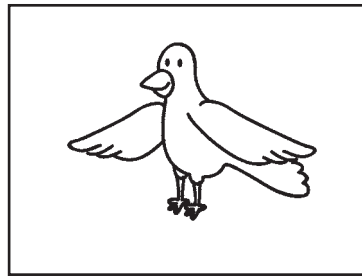
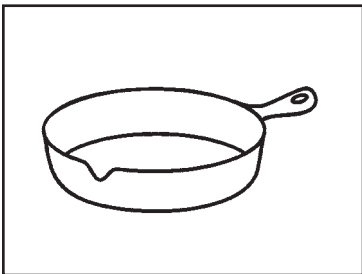
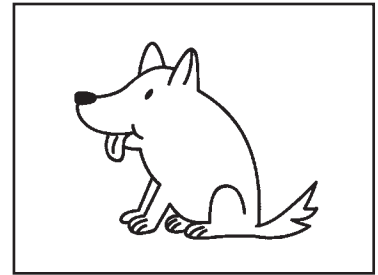
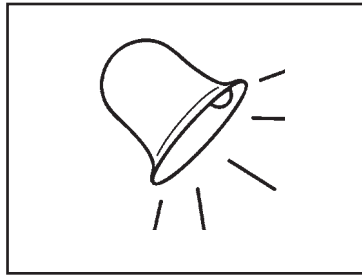
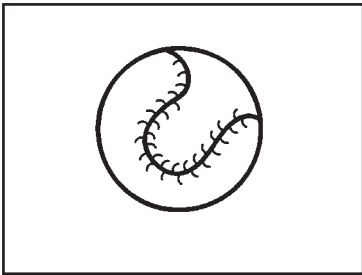
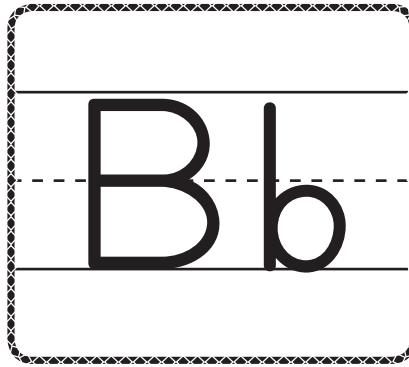
Cause		Effect

Cause		Effect

SKILL: IDENTIFY CAUSE AND EFFECT

INSTRUCTIONS: Have students write or draw the causes on the left page and their effects on the right page.

Name _____



INSTRUCTIONS: Have students identify each picture. Ask them to write the uppercase and lowercase *Bb* under the pictures that begin with the initial /b/ sound.

Name _____

1. Lucy did it

_____ !

_____ .

LUCY DID IT • LEVEL C • 3

2. The dog did it

3. Oh, no

SKILL: EXCLAMATION POINTS

INSTRUCTIONS: Have students read the sentences and rewrite each one to include an exclamation point. Then have students write an original sentence using an exclamation point.